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## The Junior College and Student Needs

[EDITORIAL]

The outstanding features of a public junior college should be: first, curricula offerings for the major portion of all the high school graduates in its area; and second, the magnification of the individual student. The first feature rarely has been met adequately by the average junior college. The second always has been an outstanding phase of the junior college in that the student in a junior college always has received individual attention in the classroom and in his other college activities.

The junior college has been called, and rightly so, the people's college. It is, or should be, a college for most, if not all, of the young people of junior-college age. Most junior colleges give curricula offerings in the arts and sciences. Many of them offer curricula for pre-law, pre-medicine, engineering, and a few other professions. Studies show, however, that all too few offer curricula in the trades or in semi-professional fields. It is a well-known and self-evident fact that over half of the students who enter the junior college never receive any senior college education. There are two reasons for this. The first is that many are not financially able to continue their college training beyond the local junior college, and the second is that they are not interested in the professions. This 50 to 90 per cent of the junior college student body

needs and wants courses in such fields as, music, art, commerce, home economics of the practical and usable type, mechanic and manual arts (such as building design and construction, electric wiring, welding, plumbing, and auto repair), agriculture of a practical and usable type, aviation, photography, nursing, beauty shop operation, and any other field which is practical and in which the student at the end of one or two years of junior college training can earn a livelihood and be a useful citizen in the community. This type of offering for the young people in the junior college, from the beginning, has been sadly neglected. Various excuses have been given by junior college educators as to why semi-professional courses have not been offered. The real reason why many of the junior colleges do not offer this type of course is lack of means. Shop buildings, specialized equipment, and special instructors for such courses cost a great deal more money than the building space, the equipment, and the instruction does for courses in French, history, or mathematics.

As junior college people we are going to have to sell the idea of added cost to the public. Once the public sees that the extra cost is worth it, the money will be forthcoming for semi-professional courses. The people rarely ever object to the cost of building a highway bridge

across a stream if it facilitates traffic and adds to the general welfare of the people, even though such a bridge may cost millions of dollars. Likewise, the taxpayer will not object to money being spent to train his child in a good trade. In fact, it seems entirely sensible and logical to spend the taxpayer's money to train the taxpayer's child to make a living.

The second feature of importance which should characterize the junior college, that of emphasis upon the individual student, has been, as has been indicated already, a dominant note in the junior college program. As a rule, the classes in the average junior college are small; the student body averages around 300. Each faculty member is especially interested in junior college teaching. These three combined naturally bring out the individual. He gets specific attention in his class work, and help is given him in how to study each particular subject. Each instructor knows him and contributes to the development of his personality. He is usually carefully counselled through some kind of a formal or informal guidance program. All these factors work toward the development of a well-balanced individual at the end of his junior college course.

With all this individual attention which the junior college gives its students, the tragedy is that the junior college does not actually offer courses which will meet the needs of the students in its area.

C. C. COLVERT.

—J.C.J.—

#### TO SOUTH AMERICA

The United States Office of Education has recently prepared a pictorial and descriptive bulletin designed to interpret the educational system of the United States to the countries of South America. Included is a brief statement concern-

ing "The Junior College" which reads as follows:

A significant recent development in higher education is the junior college. This development began about the opening of the present century. Since then junior colleges have come into existence in 44 States.

In 1900 there were two privately controlled junior colleges with a few hundred students enrolled. At present there are 553 junior colleges enrolling 136,623 students. Over this period of time, such colleges have been established by State governments, by local communities in conjunction with their public-school systems, by 4-year privately controlled colleges reducing their curriculums to a 2-year basis, by academies extending their educational programs to include collegiate courses, and by universities organizing branch junior colleges.

Originally, the academic program of the junior college included only the first 2 years of the regular liberal arts collegiate curriculum so that students could transfer to the 4-year college or university and complete their liberal arts college education. A new development, however, has recently occurred. Many junior colleges have added vocational or semi-professional training and general curriculums to their programs. These courses are designed to train the students to enter specific occupations or to provide them with cultural knowledge within the 2-year period rather than to prepare them to continue their work in the 4-year college or university.

Junior colleges offering vocational and semi-professional curriculums have concentrated generally on occupations prevalent in their particular local communities so that students upon completing the training have a better opportunity to find jobs. A wide variety of pursuits is represented in the different colleges located in industrial centers. Among them are courses for the training of aviation designers, wireless operators, cost accountants, advertising solicitors, mechanical specialists, news reporters, policemen, detectives, secretaries, electrical assistants, photographers, statisticians, bank clerks, realtors, surveyors, watchmakers, department-store supervisors, and others.

The extension of the public junior college system to include the additional two years of the junior college, the establishment of separate junior colleges, and the reorganization of the four-year course are giving emphasis to the junior college movement.—The Advisory Committee on Education, in *Education in the Forty-eight States*.

## National Junior College Administrator Poll

WALTER CROSBY EELLS\*

Junior college administrators of the country are almost unanimous in their conviction that under present conditions the United States should not enter the European war. By a small majority, they do not feel that the spread of totalitarian government will be prevented even if Germany is defeated. By a vote of two to one, however, they favor the sale of munitions by the United States to any belligerent nation on a "cash and carry" basis, and by almost the same majority they favor increased armaments and armed forces for the United States.

Almost all of these educational leaders would be willing to advise their students to enlist and fight if the United States proper were attacked; three-fourths of them would give the same advice if any of our territorial possessions were attacked; but their stand is decidedly against giving such advice to their students if United States ships carrying American passengers were sunk, if any

other country on the Western Hemisphere were attacked, or if it were apparent that France and England were in serious danger of defeat.

These are the outstanding results of a poll of all junior college administrators in the United States just conducted by the American Association of Junior Colleges. They are particularly significant in view of the fact that these administrators are at the heads of educational institutions representing between 150,000 and 200,000 young people, most of them between 18 and 21 years of age.

On October 13, 1939, a return postcard, one face of which is reproduced below, was sent to the administrative head of each of 600 junior colleges in the United States. On the other half of the card were nine questions which are reproduced on the following page, for each of which a "yes" or "no" response was to be encircled. Up to November 1 replies had been received from 337 individuals. These replies are summarized on a percentage basis in connection with the questions asked.

\*Executive Secretary, American Association of Junior Colleges, 744 Jackson Place, Washington, D. C.

### To Junior College Administrators:

What do junior college executives, the educational leaders of 160,000 young people in our junior colleges, think about vital world problems today? Do you want to know the judgments of your fellow administrators? Do you want to help influence national policy?

The officers of the Association feel it will be significant to summarize your considered judgments on the questions on the attached card. Will you please detach this card, encircle YES or NO in response to each question, and mail it at once. A summary of replies will be published in the Junior College Journal, in the November issue if possible.

These questions are modified from a National College Poll being conducted in 500 colleges. Perhaps you will want to duplicate them and secure the opinions of your own students. If so, send in a summary of their judgments later for publication in the Journal, but mail your own card today.

**SUMMARY OF REPLIES RECEIVED FROM 337 JUNIOR  
COLLEGE ADMINISTRATORS**

	Per cent YES	Per cent NO
1. Under present conditions, should the United States enter the European war as an active fighting agent?	3	97
2. If Germany is defeated in the war, do you think the spread of the totalitarian form of government will be prevented .....	42	58
3. Under present conditions, should the United States sell munitions on a cash basis to any belligerent nation which can carry them away in their own ships?	64	36
4. Do you favor increased armaments and extension of armed forces in the United States at the present time? .....	61	39
5. Would you be willing to advise students to enlist and fight if:		
a. The United States proper were attacked?.....	96	4
b. The United States territorial possessions were attacked? .....	74	26
c. Any country in the Western hemisphere were attacked? .....	42	58
d. United States maritime rights were violated: i.e., if American ships were sunk with American passengers aboard? .....	29	71
e. It became apparent that France and England were in serious danger of defeat?.....	23	77

Several institutions have sent in the results of student polls on the same questions. A summary of these will be published in the December number of the *Journal*.

Not all of the administrators answered every question. The greatest doubt was shown concerning the question on maritime rights (5,d), no less than 38 administrators failing to answer it or answering with an interrogation point. Almost as great uncertainty was shown with reference to the effect on totalitarian government of possible defeat (2), 33 not answering it. Twenty-seven did not answer question 5,e; 25 did not answer 5,c; 23 did not answer

5,b. Only three or four failed to answer the other questions.

Many administrators were not content with a simple "yes" or "no" answer. More than one-fifth (73) of them wrote additional comments or qualifications. A few of them may be of interest.

*General*

If a prowler were molesting my neighbor's home, I'd go to his aid. (Eight "yes" responses).

Would advise students to be obedient to draft under the conditions specified.

Most of these demand too much qualification to be answered "yes" or "no."

I would never advise students to go to war!

## Junior College Course in "Family Relations"

H. H. TRACY \*

For the past three years the Fullerton Junior College has been giving a course called "Family Relations." The number of inquiries which we have received concerning this course have caused us to feel that others may be interested in its results in so far as they can be measured at this time.

The beginning of this work in Fullerton started from an elementary course in zoology. In this course as early as 1918, a discussion of genetics was followed by a brief survey of the subject of eugenics, using Popenoe and Johnson's *Applied Eugenics* as a basic outline. Under the heading of "Positive Eugenics" we could easily show that education was the most vital element of any such effort. We asked the question, how could education make marriage and parenthood more successful? It is easily seen that a full course in "Preparation for Marriage" could be introduced under this heading, but anyone who will think back to the public attitude of 1918 regarding the discussion of sex and marriage will see that the amount of material which could safely be offered then was much less than would be sanctioned today.

From these simple beginnings we have gradually increased the amount of information and the freedom of the discussion until four years ago Dean W. T. Boyce requested me to review the material which I had been giving in the zoology course and to enlarge and enrich the outline sufficiently to make a

full semester's course. Hence, in the spring of 1937, the material was first offered in a regular junior college course under the title, "Family Relations." It was listed in the catalogue for the following year under Life Sciences. The enrollment for the first semester was unlimited, but only 23 registered. The second semester the registration jumped to 54. Before registration for the third semester it was decided to restrict enrollment in the course to members of the sophomore class. Even with this restriction the enrollment reached 107. Last semester we had 102.

Our classes in Family Relations meet twice a week for general lectures and discussions, with no separation of the sexes. A third hour each week, however, is given to conference meetings and in these conferences the sexes are separate and the number in each group is limited to eleven. These conference groups meet in a small room furnished very informally and home-like, with rugs, curtains, floor lamps, and rattan furniture. This gives a feeling of friendliness and informality which opens the way for greater success in these meetings.

As indicated, the conduct of the class hour is largely lecture, with student discussion whenever questions warranting such discussion arise. Further student participation has been secured by several panel discussions in which organization and presentation of material has been left very largely to the students. About forty minutes is taken by the panel committee, leaving the balance of the hour for class discussion of the question. Not all of these panels have been equally

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successful. While some of the students feel that they are not as profitable as the usual lecture and discussion led by the instructor, others feel that they have been very helpful.

The following is a brief outline of the units taken up in the general class and also those used in the conference groups:

#### GENERAL CLASS DISCUSSION

1. The functioning of the family of the past; its present condition.
2. Why marry? The four primary urges.
3. The "right to marry" and heredity.
4. The meaning of courtship.
5. Problems arising during courtship.
6. Choice of a mate.
7. The engagement.
8. The wedding.
9. The honeymoon.
10. Domestic adjustments.
11. Economic adjustments.
12. Women's ambitions and her marriage.
13. The coming of the child and family.
14. General care and training of the infant.
15. Parents, children, and money.
16. Divorce: causes and prevention.

#### FOR CONFERENCE DISCUSSION

1. Social and racial backgrounds for sexual attitudes.
2. Sexual life of the college youth.
3. Reproductive system and differences between man and woman.
4. Petting and youth associations.
5. Conditioning in sex through early experiences.
6. Heterosexuality and homosexuality.
7. Marriage and sexual adjustment.
8. Sexual comradeship in marriage.
9. Birth control.
10. Pregnancy.
11. The birth experience.
12. The climateric.

The textbook used is Dr. Ernest R. Groves' *Marriage*. This is an excellent text. Hornell Hart and Ella B. Hart's *Personality and the Family* is used as a primary collateral reference book.

As to the reception of the course by students and community, we feel that the enrollment is a fair index of the student interest. Better than enrollment, however, is the student attitude as seen by parents and instructors. Many of our instructors have spoken of remarks made by the student, to them directly or within their hearing, all of which seem to indicate a fine "carry over" not only of facts but primarily of attitudes.

As to the attitude of the community, we can only judge from a few definite contacts. Although limited in general to sophomores, occasionally we have had freshmen who were very desirous of being admitted to the class. In a few such cases the students were asked first to take a textbook home, to go over the outline with their mother and if she, understanding the students plans and needs, desired that the individual be permitted to take the work and would indicate such desire by writing to the instructor, we have permitted these students to enroll. We had seven such cases last semester. One mother wrote: "It is more than permissible with me that Jean enter the class in Family Relations. I believe all students of college age should attend a class of this kind."

The instructor appeared before the Women's Club of Fullerton and presented to them an outline of the work being done in this class. He also has appeared before the Orange County Domestic Science Teachers' Association, and the La Habra Parent-Teachers Association and at each of these meetings the expression of approval was very definite and cooperative.

To our knowledge only one patron of the school has come to the school to raise a question concerning the course. This man said to the Superintendent that he had not come to criticize but to question the wisdom of giving such detailed and frank discussion of problems dealt with in a part of the course. Doctors, to whom students have gone, have reported how well informed and with what a fine attitude the young people have come to them. One of our students who was to be married last summer planned to drop out of school at the beginning of the second semester. Her mother, having heard of the Family Relations course, persuaded her to stay on in order to take it. Two of our young men, who had taken the course, worked for one of our school trustees during the summer. He reported that these boys, in their conversations in which they were discussing problems associated with the topics covered by our course, showed that they had developed a very excellent attitude and understanding and that he felt we were filling a great need.

All such reports have been very encouraging. In order to get at a more definite evaluation of work, we have given to the students at the close of the course a questionnaire. The students were asked not to sign these papers but only to indicate their sex. The entire questionnaire is given at the end of this article, but a few of the questions are especially interesting.

Two of these questions dealt with the reception of the material by the students' parents. Out of the 95 present at the time the questionnaire was given, only 14 said that their parents did not heartily approve of the work. Following are a few of the comments made by these students concerning the statement, "My parents have expressed disapproval of

some of the matters dealt with in the class":

Yes, but please keep them up, this is 1939 and not 1909.

But that is only natural as they are older than the average parents. They seem to understand better now.

They believe that sex matters should be learned only in marriage.

They haven't given any opinion either pro or con. They never told me anything about these subjects and I have never asked. We just never speak of it.

Our family life is not what it should be, so we do not discuss anything about the family. They said they didn't know everything about sex before marriage and why should we.

They think that it shouldn't be given because:

(1) Promotes immorality, (2) Too young to know about life, (3) Isn't necessary.

I am grateful for the course. It has helped me a great deal. I do not agree with my parents on these points.

I spoke once, and mother sort of felt I should know it, but not until later, so I have not said anything more. I am sorry for this for I feel that it is one thing every girl should know.

The comments on the opposite side are also of interest:

My father and mother and my married brother and his wife use my text so much that I don't have much use of it.

My mother says that every school should have a similar course.

I have told all my family of the worth of it. I especially want my younger sister to take the course.

I have talked with mother freely of the course and she thinks it is grand.

We talk about it freely and frankly. They are very glad I'm taking it.

Another statement in the questionnaire was: "Some matters discussed are undoubtedly valuable for young people about to be married, but are unsuited to the youth in general." Eighty-one students replied "No." The fourteen saying "yes" made very few comments. One said:

Some students are not sincere enough to have these facts, and would misuse them.

Comments on the other side were of this nature:

All young people of this age are probably near the stage of marriage and they had better understand these things before thinking of marriage.

Because they will try and find out anyway and the results may be sordid.

Often this is the only opportunity to secure such information.

Good background whatever our future.

The course makes you realize the many angles needed to be considered, and thus helps you look before you leap.

Another statement in the questionnaire was, "I am now engaged to be married." Seventeen girls and four boys said "yes." Three others said, "not officially but we are planning to be married." Last semester there were five couples attending the class together, several other young women were "wearing diamonds."

In response to the statement, "Sex education as given in the course will weaken moral standards," only two said "yes," one boy and one girl. Their answers were qualified with the statement: "Some views in regards to birth control *may*." Those saying "no" made statements of this character: six said, "definitely not;" eight said, "It ought to strengthen them;" and three said, "Only for those who take it for this reason."

In analyzing these questionnaires and their answers, it is worth considering that reviews of the sexual conditions in the American colleges seem to indicate that from 35 to 65 per cent of our young people do have sexual relations during high school or college days. With this fact in mind we should expect a few adverse answers to our questions. It would be more than we could expect that the course could, in four and a half months, correct strongly developed pre-conceptions.

To the statement, "I have a higher conception of marriage relation than I had before I took the course." We have ninety saying "yes." The five answering "no" may be an exaggeration for two of them stated: "However, it strengthened my high conceptions." Their answers were, then, not that the course had failed, but that they had

already developed a high standard for themselves.

The same results were secured in response to the statement: "I have acquired a new sense of the dignity of the sex relations." Here only four said "no" and three of these qualified their answers by indicating that they had already a high concept.

The response to the statement: "Sex education as given in this course, if widely known, would raise the moral level of society," was also good. Only five replied "no."

If we remove two qualifying remarks as irrelevant, the statement, "I have been disillusioned concerning the happy relationships of married life" was answered unanimously "no."

To the statement: "The course is too much a rehearsal of the talk of the street," we have an unqualified, and also unanimous "no."

One boy and one girl said "yes" to the statement, "The frankness and detailed accounts of the reproductive systems and the sexual life of husband and wife have been repulsive to me." One of these qualified their "yes" with the remark: "A very little." Another said: "It was slightly disturbing at the time but I am glad that I know." Another reply stated: "At first perhaps—but the better I understood, the less repulsive they became."

With the exception of one boy, the answers were entirely "yes" to the statement, "I believe I better understand what normal married relationships should be."

With only one girl and three boys saying "yes" to the statement, "this course had made me afraid of marriage," we had some very interesting comments among the groups replying "no." Three girls said, "it has definitely made me contemplate it more." Two said, "it has

better prepared me for a successful and happy marriage." Five said, "it has definitely removed fears that I had." One remarked, "nothing has been given to cause fear." Four boys stated, "it has given more of an insight into its problems." One made it more emphatic, saying, "it has proved an eyepener."

We must remember the statement above regarding the reports on the sexual conditions in most schools when we review the answers to the statement: "I believe with the information I now have, I would be more willing to enter into pre-marital sexual relations." Two girls and two boys said "yes." The girls made no comments, but the answers to other questions showed these same people had a low grade of response all the way through. One boy said, "frankly I have had some and fail to see the harm in pre-marital relations but this course has shown me the dangers, so I am against it, but not entirely so."

Comments of those answering "no" are also interesting. Three girls stated, "on the contrary, it makes one realize how important and fine marriage can be made." Four simply said, "emphatically not." Another, "afraid before, know too much now, morals too high anyway." Another, "I think this course showed why not to do this, not just not to do it!" Still another wrote, "definitely the opposite. I want permanent love, not temporary furtive enjoyment."

With so many chances for the students to show up the faulty presentation or the unwholesomeness of the material given, we have almost uniform approval and commendation.

Some question has been raised whether a man should be the instructor dealing with the personal physiological problems of the young women. Two statements were introduced into the

questionnaire in an effort to secure the reactions of the girls. One was, "A mature woman would make the conference discussions easier for the girls." Seven said "yes," four said they would like to have had both contacts, and 49 said "no." Some who said "yes" made the comment that this arrangement *might* make it easier for *some* girls, not being definite that it would for them. Some of the comments made by those saying "no" are the following:

I think that it has been just as easy with a man leader as it would have been with a woman. I have felt just as free to ask questions of the man leader as I would to any woman in this case.

It might be for some but not for me. Mr. Tracy answered questions in such a way that no one should feel ill at ease.

Women that I have had in other classes who tried to do instruction of this nature got so very intense and personal that they made me too conscious and embarrassed, or else they never got close enough to the subject. No, let us keep a man.

The same results were secured in an even stronger manner in reply to the statement, "I, as a girl, have been glad to have a man discuss the problems of sexual life, for I thereby obtain a man's point of view and so a broader concept of the whole question."

One question often asked is, "Should any methods of contraception be discussed in this class?" In reply to this I would like to point out that last year in one of the most widely circulated magazines a full discussion of the subject was given. In this article pictures of most of the methods were given, and the one method advised by clinics was discussed, although inadequately. Last year three girls of the class brought to me a pamphlet that had been inserted in their purchases of sanitary napkins. This pamphlet gives a very full discussion of the approved method of contraception. It gave the pictures, methods of using the contraceptive, the process, etc. This pamphlet leaves out one im-

portant fact, that there are over 23 different sizes and styles of these articles, and that only after careful fitting by a physician can they be relied upon. There have been over 21,700,000 of these pamphlets distributed in America, and children even ten or twelve years old have them. With this vast amount of knowledge being spread among our young people is it not almost mandatory for some one to correct the wrong impressions that may be given?

My method has been to give from the very best authorities the degree of unreliability of the various methods, the injury that may result from some, and then to describe the approved method. In this description I have stressed the great need of clinical or medical fitting and instruction. As in other matters my philosophy has been that if we can create a high moral attitude and outlook upon sexual relations, then no amount of factual knowledge is going to hurt, but will rather help. If we are frank about these matters, and *very* ardently hold nothing from the student they will

believe us when we say that a physician's help is needed before *any* method is to be relied upon.

In this article it has not been my aim to try to discuss the need of this or other types of sex education. Rather, I have tried to give and then to review the acceptance of the work by the students, and in so far as we can, of the community as well. Many thoughtful people have admitted the need of such instruction, but have questioned whether the patrons of our junior colleges would approve such work being given in the schools. There are, of course, some people who still feel that even music, home economics, and the arts and crafts should be left for the homes to provide. The vast majority of our people are with us and when this instruction is given in a straightforward sincere manner, I believe our friends will greatly outnumber our foes.

The entire questionnaire, with a summary of replies both for men and for women, is given below:

#### SUMMARY OF QUESTIONNAIRE

"The following questionnaire has been presented to the students in Family Relations at the close of the course for the last three semesters. The answers have been most helpful, both to the instructor and to the administrative officers of the school. Your serious and thoughtful consideration of these questions will be greatly appreciated. Please answer definitely 'yes' or 'no' to each statement. Write any *explanation* or *qualification* to your answer in the space below the statement."

	Women		Men	
	Yes	No	Yes	No
1. Material in the course is practically all new to me.....	14	45	13	22
2. Vital views concerning sex matters should be more frankly discussed than we have discussed them.....	21	39	17	16
3. I have often been more confused than helped by a class discussion .....	5	54	2	32
4. The course should be offered to men and women in separate classes .....	1	59	2	31
5. More time should be given to the economic and aesthetic values of family life .....	16	43	14	22
6. More problems for library study would be helpful.....	17	45	6	28

	Women		Men	
	Yes	No	Yes	No
7. The text-book is most enlightening.....	50	9	21	12
8. Sex education should be included in hygiene and required of all students.....	30	30	15	19
9. Information concerning personal sex relations should be given out only by a doctor or clinic.....	9	50	5	28
10. The College should maintain a voluntary personnel service for students who want sex information.....	33	27	20	12
11. Voluntary personnel service should supplant the Family Relations course .....	11	45	4	28
12. The course has made me wiser but more pessimistic....	3	56	5	29
13. The course should include more information concerning sexual diseases .....	38	22	23	11
14. The course deals too much with the sexual side of life....	3	55	0	34
15. Lectures and readings would be more helpful than the use of a text-book .....	16	43	10	22
16. The course as taught has religious implications which offend me .....	1	58	2	32
17. Much of the material in the course is covered in other courses which I have taken (Name the courses).....	7	51	3	29
18. All matters discussed in separate groups could more helpfully be discussed in a mixed group.....	5	54	2	32
19. I have made little or no mention of the course to my family. ....	15	41	11	23
20. The course has done more to confirm my previous convictions than to enlighten me.....	11	48	8	24
21. The course has not touched some of the most vital problems confronting the students on this campus, such as: . . . . .	5	40	6	21
22. My class in hygiene included practically all that has been taught in the class .....	1	54	1	28
23. The segregation of men and women for one meeting a week has been very helpful and should be continued....	58	2	33	1
24. My parents have expressed disapproval of some of the matters dealt with in the class.....	11	48	3	30
25. Sex education as given in the course will weaken moral standards .....	1	59	1	34
27. The course has made me wiser and more stable in my thinking .....	59	0	33	2
28. I have a higher conception of marriage relations than I had before I took the course .....	58	2	31	3
29. Materials and facts have been handled in a frank and helpful way .....	59	0	33	1
30. I have acquired a new sense of the dignity of sex relationships .....	57	3	34	1
31. The course has been developed too much on an emotional basis .....	2	58	0	35

	Women		Men	
	Yes	No	Yes	No
32. The course has frankly answered questions which students are sincerely asking .....	57	1	30	4
33. The course has made me wiser but more sceptical about people .....	9	49	6	26
34. I consider the text book unnecessary in the course.....	8	50	10	23
35. Sex education as given in this course if widely known would raise the moral level of society.....	57	1	28	4
36. I have been disillusioned concerning the happy relationships of married life .....	2	57	2	32
37. The course is too much a rehearsal of the talk of the street .....	0	60	0	35
38. More specific facts about questions vital to the youth should be given .....	27	29	21	9
39. The course has dealt too much with theory and not enough with facts .....	5	50	9	25
40. The frankness and detailed accounts of the reproductive systems and the sexual life of husband and wife have been repulsive to me .....	1	56	1	37
41. I believe I better understand what normal married relationship should be .....	60	0	34	1
42. I believe that one who takes a course of this sort will be better able to make successful adjustments to husband or wife of a different type .....	55	2	33	0
43. The course does not give enough attention to the importance in a happy marriage of spiritual and intellectual qualities .....	27	29	6	26
44. The course has made me afraid of marriage.....	1	57	3	32
45. The course has made me strongly disapprove of promiscuity .....	49	8	31	4
46. The course should deal more realistically with hereditary factors .....	12	40	15	15
47. I believe with the information I now have I would be more willing to enter into pre-marital sexual relations....	2	55	2	29
48. Some matters discussed are undoubtedly valuable for young people who are about to be married, but are not suited to the youth in general.....	8	53	6	28
49. Will you give your general feeling toward the course in any way not covered by the above statements?.....	—	—	—	—
50. What can be done to secure greater student participation in discussion? .....	—	—	—	—
51. Have you gained more or less from panel discussions than usual class activities?.....	—	—	—	—
52. Do you feel any thing has been gained from student leadership in conferences?.....	—	—	—	—
54. A mature married woman would make the conference discussions easier for the girls .....	7	49	—	—

	Women		Men	
	Yes	No	Yes	No
55. I have had several questions arise in my mind but have withheld asking them because of embarrassment.....	15	42	9	26
56. I am engaged .....	17	42	4	30
57. I am engaged or have a "steady" companion and we have talked over and discussed together the subject matter of this course.....	35	24	12	18
58. I, as a girl, have been glad to have a man discuss the problems of sexual life, for I thereby obtain a man's point of view and therefore a broader concept of the whole question .....	56	3	—	—
59. A question box outside the conference room door would make it much easier to present questions.....	39	18	20	9
60. With reference to class procedure, I have felt the greatest benefit came from				
(a) instructor's talk without class discussion.....	13	—	10	—
(b) instructor's leadership with class discussion.....	45	—	21	—
(c) panel discussion followed by class participation....	11	—	4	—
61. The size of the conference group could be increased to ..... (number you think the maximum) without losing in its value .....	—	—	—	—
62. Members of my family are in hearty accord with the presentation of the subject matter to students.....	37	11	22	1
63. Members of my family are not in hearty accord with the presentation of the subject material to students. (If your answer is yes, will you try to outline some of their objections) .....	—	—	—	—
64. Have you desired an opportunity for individual conferences with the instructor, if his time was made more available? .....	27	22	20	2

NOTE: Those interested in following the subject matter of this article should secure a recent mimeographed report giving information on marriage courses in 38 institutions of

higher education issued by the National Association of Deans of Women, 1201 Sixteenth St., Washington, D. C. Copies can be furnished at 5 cents each.—EDITOR.

The junior college is still in its formative period. Its ultimate place in American education is yet to be determined. That it meets a real need is no longer in doubt. With decreasing opportunities for employment for youth under 21 years of age, there is need in many communities for further provision of educational opportunities for a much larger portion of high school graduates.—The Advisory Committee on Education, in *Education in Forty-eight States*.

There is every reason to expect a rapid growth of the junior-college movement. Already more than sixty-five per cent of American youth of high-school age are actually in high schools, while large numbers are continuing in high school after graduation. Universal education to twenty seems imminent. There are already hundreds of junior colleges and it is inevitable that there will be thousands more, ere long.—Editorial in *The School Executive*.

## A New Educational Enterprise

ARCHER L. BURNHAM \*

As a preview for what I plan to say, I would like to present a few quotations from the literature relating to the junior college.

1. "Strange as it may seem, the first assumption is that the college exists for the student."—John W. Barton

2. "The junior college is the result of an educational earthquake whose seismic influences are felt across the continent. . . . It needs philosophers more than promoters."—Robert L. Kelly

3. "It [the junior college] presents an extraordinary opportunity for administrators to meet a crying need for institutions that are not fettered by traditions nor hindered by custom or law; and so to be a real addition to the educational system of a nation."—George F. Mott

4. "Taking the country over, the future of the four-year college as we know it seems doubtful. . . . The junior college bids fair to become well nigh universal."—William H. Kilpatrick

5. "This educational unit [the American college] is indigenous to America and to America alone. The American college does not fit into the educational scheme of any other nation. It is an educational hybrid, part secondary and part university."—William H. Snyder

6. "The junior college is distinctly not a transitional point between the sen-

ior high school and the upper division of the college."—H. M. Lafferty

7. "Why don't people stay educated?"—Christian Gauss

8. "The variations in required work for the A. B. degree in the Association of American Universities represent 17,178,652,187,817,120 different combinations before facing electives."—H. W. and Harriett Jean Hurt in *The College Blue Book*, 1930, p. 10.

### Introduction

The October 1938 issue of the *Junior College Journal* listed title number 3354 in its "Bibliography on Junior Colleges"—a rather prolific pedigree for one so young. This list has more than doubled since its first publication by the United States Office of Education in 1930. Evidently the "educational earthquake" mentioned by Dr. Kelly loosed a thousand tongues and shook into action a thousand pens.

There has been a lot of thinking about the junior college during the last dozen years. Much of it confused, some of it wishful, some of it sheer illusion. But there is something significant in this "seismic disturbance." Lopping off the lunatic fringe and barring the mildly addled, one finds here and there a fairly coherent map of a new educational frontier; a cool reasoned analysis of a new educational process; and in the midst of all a few prophetic visions.

Would that the shades of editorial genius had charmed the writer of this paper into a power to reduce, refine, integrate and report the essence of these 3354 writings into as many words. But no such luck. I can report only my own

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Abstract of a paper read before the Nebraska Branch of the American Association of Collegiate Registrars, November 5, 1938.

reactions to the books and articles I have read, to my observations, and to my experience as a president of a junior college.

#### *Place of the Junior College*

It has been said that the education of an individual from birth through the home, nursery school, kindergarten, elementary school, secondary school, college, university and career should be one continuous process. But alas! our educational machine is not so built. In actuality the individual undergoes a series of jerking starts and jarring stops. He "starts" to nursery school or kindergarten or elementary school. He "starts" reading in the first grade; he starts geography in the fourth grade; history in the fifth, etc. When he changes from the usual eight-year elementary school to the high school the shock is oftentimes academically fatal. There is the yanking start in algebra and Latin in the ninth grade and in geometry in the tenth grade. He is thrown into reverse so he can take another turn in American History or civics. The rude procedure is repeated in the change from high school to college. With fine disregard for the student's past educational explorings, he starts all over again his science or his social studies or his mathematics. Perhaps the most insane of all these is the backing up of each unit to make a new start in *Freshman English*.

The nursery school and kindergarten are and were devised to smooth the entrance to the elementary school. The junior high school developed in the effort to make more consistent and continuous the shift from the elementary to the secondary level. The junior college is another and like attempt further up the scale—an attempt to make the secondary-collegiate aspect of education more nearly continuous.

#### *Administrative Form*

The administrative form of the junior college will be determined largely by its location and the organization of the school system of which it is a part. In this paper we shall not debate the merits of the several types—the 8-4-2; 6-3-3-2; 6-4-4. We claim for our own set-up, the 6-2-4-2, no particular merit. Like Topsy, it "jest grewed." For discussion of the relative merits of the several administrative types I suggest the literature.

#### *The Curriculum*

The basic functions of the junior college are determined by the needs of the local community and its student personnel. It has succeeded the high school as the people's college. As such it has a function unique in American education. The junior college serves its community through its curriculum. By its curricular offerings it shall be judged. These offerings may conveniently be separated into three distinct areas: vocational education, adult education, and general education.

#### *Vocational Education*

Some time ago the United States Office of Education estimated that four million youth between 16 and 24 were in school and that five million not in school were unemployed. This is a challenge worthy of acceptance by the keenest minds and warmest hearts in the nation.

Why aren't they all in school? There seem to be two rather obvious reasons. First, they haven't the money; second, they are not interested in the kind of education we offer. The first problem we leave to the economists; the second is clearly a problem for the educator. These young people can see little for them in the highly departmentalized academic courses. But many of them can or could be led to see much for them in vocational courses. Already a beginning has been made. For example,

the Los Angeles City College has constructed or has under construction 24 semi-professional courses.

Here, it seems to me, is a great opportunity for the vocational people. Trades probably belong definitely below the college level. But what about the semi-professional fields: homemaking, for example, and agriculture in our own state? Here are rare but neglected opportunities. In our own college we have developed two definitely vocational courses—secretarial service and rural teaching. Just last year, in cooperation with a local hospital, we began offering basic science courses in nurses' training.

The semi-professional courses are a major function of the junior college, especially the local public junior college. What these shall be is determined largely by local community needs and student choices.

#### *Adult Education*

This is another great uncultivated field. Here again is a great but neglected opportunity of educators. Where can it better be done than in the junior college? How can it more quickly become universal than through the leadership of the junior college faculty? The public forum, for example, so ardently advocated by Commissioner Studebaker, is a challenge that can not be ignored if the junior college is to be of greatest service to its community.

If adult education is to be a part of an educational continuum throughout life, it can not be given form better than in an institution as yet untrammelled by custom and tradition. Pioneering on the geographic frontier was once the great American enterprise. If pioneering on the educational frontier of adult education is ever to become a great American enterprise, the vanguard, I predict, will be inspired leaders in the junior college. The junior college has

the opportunity to become the cultural center of the community.

#### *General Education*

What is general education? There's the rub. The traditional four-year college has writ its answer large in the history of American education—a four-year sequence of highly refined and specialized subject-matter courses leading to the baccalaureate degree. That answer toughened with age and supported by tradition is hard to down. But is it the right answer? Younger and intrepid spirits say, "No." The two-year college with its broad general-survey courses is another answer. And that answer is written in the prophecies of a new education. Witness the development of the general college in Minnesota, Chicago, Florida and elsewhere; witness the more than half a thousand local junior colleges with their more than 150,000 students. Junior colleges are making the prophecies into history.

Our own junior college has made a meager beginning. We offer a Survey or rather a brief History of Civilization and Culture. With the tentative approval of the science departments of the University of Nebraska we began last year a Survey of Science.

#### *Articulation*

Articulation with the Senior College and with the Professional School presents a real problem. It involves such traditions as entrance requirements, prerequisites, and specific course requirements.

The junior college is a unique unit in higher education. It is the lower end of university and the upper end of secondary education. A good faith clause should apply in its relation to the educational areas both above and below it. Transfer of students from the high school through the junior college to the university should not be a matter pri-

marily of bookkeeping in the registrar's office. What the university needs and should desire is future leaders. These can not be found by any magic of course patterns, entrance requirements, or even elementary prerequisites. Your own bulletins show that students can not be accepted at face value of their transcripts. Where the worth of a given junior college is doubted for evident cause, a comprehensive qualifying examination can confirm or eliminate the doubt.

#### *Preparatory Courses*

Many faculties outline quite specific preparatory courses for entrance to the professional school. These prerequisites have at least questioned value. The new philosophy of education makes good general education the best pre-professional education. With good general education persons stay educated. When this philosophy is thoroughly tested by unbiased trial, it is altogether likely that there will be little preprofessional curricula other than a functioning general education. When the professional school looks seriously to its house, I predict that much of its furniture in the form of prerequisites will be moved out.

And further, the organismic concept in social philosophy assumes a high degree of integration in society. No profession can live unto itself alone. Professional practitioners in a democracy, if they are to be critical participants in any general quest for the good life, must first be socially intelligent. Such critical participation implies broad general rather than narrow specific education.

#### *The Junior College Instructor*

The young Ph.D. trying to teach freshmen without training in the theory and practice of teaching and in the theory of education presents little less absurd a picture than the young lawyer

less his law procedure. To avoid this absurdity graduate colleges should distinguish between research degrees and teaching degrees. The junior college is essentially a teaching institution; consequently, those who can not teach have no place on its faculty.

#### *Conclusion*

This new educational enterprise calls for doughty spirits, tough thinking, and warm hearts: doughty spirits because the junior college will pioneer on a new educational frontier; tough thinking because the junior college will call for daring experimentation; warm hearts because the junior college must help to orient youth—and youth passes this way but once.

———JCJ———

#### EUROPEAN JOURNALS AND WAR

The non-receipt by a Junior College library or other subscriber of any European chemical or other scientific journal seriously needed as research material should be promptly reported to the American Documentation Institute. The Cultural Relations Committee of ADI, which cooperates closely with the Cultural Relations Division of the Department of State, is working on this problem, and hopes to be able to surmount such war obstacles as interrupted transportation, embargoes, and censorship, which so grievously affected the progress of research during the last war. The principle should be established, if possible, that the materials of research having no relation to war shall continue to pass freely, regardless of the countries of origin or destination. Reports, with full details of where subscription was placed and name and address of subscriber, volume, date and number of last issue received, should be addressed to American Documentation Institute, Bibliofilm Service, U. S. Department of Agriculture Library, Washington, D. C.

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## Curriculum Studies at Tennessee Wesleyan

M. F. STUBBS \*

A survey of the recent literature on the junior college shows that a great deal of attention is being given to the problem of curriculum revision. Many colleges are making a continuous study of student backgrounds to assist in determining the particular needs of the group they serve. Since a majority of the recent articles have come from the public junior colleges, the approach being made by a co-educational, church-related institution may be of general interest.

The Curriculum Committee at Tennessee Wesleyan College, of which the writer is chairman, has endeavored to keep in close touch with curriculum trends as reported from outstanding institutions. In addition a number of studies related to the specific needs of its own student body have been made.

### *Geographical Location of Students*

As an aid in determining the type of curricula which should be offered by any college, it is important to know the sections from which the students come. Statistics based on the enrollment of full time students for the eight-year period from 1931 thru the fall quarter of 1938 show that 85 per cent of our student body has been drawn from Tennessee and only 15 per cent from out of the state. With few exceptions the Tennessee students came from the section of the state known as East Tennessee. During this period 59 per cent came from within a radius of 75 miles, while an average of 35 per cent enrolled from McMinn County, in which the college is located. The present student body is

made up of 55 per cent from the open country or towns up to 2500 population, 37 per cent from towns of 2500 to 10,000 population and only 8 per cent from cities over 10,000. These figures clearly indicate that we serve chiefly a rather restricted area with a distinctly rural background.

### *Financial Background*

It is well known that while this section of the South has been richly endowed by nature with natural resources, the annual cash income in the rural communities is extremely low. The wage scales in the industrial centers are likewise low. The average student at Tennessee Wesleyan comes from a home where the annual income of the father is approximately \$1000 a year. This means that the large majority of our students need aid in some form and further economic necessity demands that the student in many cases think of the junior college as the terminus of his formal education. Last year, which was quite typical, 85 per cent of the student body received aid in some form—self help thru the NYA, a college job, work in the community, co-operative work at one of the girls dormitories, scholarship, grant, or loan. Since so many students must earn a part of their expenses and devote considerable time to this effort, it has been found necessary to consider carefully the maximum load each working student can carry and still do satisfactory work.

### *Age of Entering Students*

During the past two years the age range of our entering students has been from 15 to 27 years with 83 per cent

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between 17 and 20. In this last group 18 per cent were 17, 32 percent were 18, 22 per cent were 19 and 11 per cent were 20. It is also interesting to note that 81 per cent of the students entering these two years came directly from high school the fall after graduation. The small time lapse between high school graduation and college entrance for many of our students is due, at least in part, to the fact that few places are now open to high school graduates. Without question the junior college must shape its curricula more and more to take care of the increasing number of high school graduates unable to find employment.

#### *Cultural Background*

Careful investigation shows that our students for the most part come from homes with high ideals and a Christian background. Most of the parents are anxious for their children to have advantages they were denied. Experience, however, as well as answers to questionnaires, has indicated a limited background as far as general reading and appreciation of the fine arts are concerned. This is especially true of the students from the small rural communities where the libraries in the elementary schools and high schools are usually inadequate. Considerable progress has been made, however, in the past ten years in making available adequate library facilities. The average background in the fine arts is usually poor because music and art are rarely offered in the public schools of this section. Evidently a real effort must be made to remove, at least partially, the handicaps of this restricted training.

#### *Education of Parents*

Approximately 25 per cent of the fathers and 30 per cent of the mothers of our students have attended college, approximately 40 per cent of both groups

have gone as far as high school, while 35 per cent of the fathers and 30 per cent of the mothers have only finished eighth grade or less. These figures indicate that our student group comes from an environment far above the average of the section, as far as educational background is concerned.

#### *Vocational Trends*

A study, made during the spring of 1938, of the vocational choices of 742 high school seniors living within a radius of 60 miles of Athens, showed that 26 per cent of these seniors hoped to enter business or secretarial work; 17 per cent, some branch of engineering; 11 per cent, nursing; 8 per cent teaching. The other preferences, listed in order of frequency were housekeeper, 6 per cent; civil service, 5 per cent; medicine, 5 per cent; farming, 4 per cent. The remaining choices were lawyer, merchant, chemist, minister, journalist, designer, artist, musician, together with a number of miscellaneous choices. Of course no one institution in this section could hope to meet such a varied list of needs, but certainly adequate provision should be made to give training in those vocations for which there seems to be the most demand.

The vocational preferences of our own entering students in the fall of 1938, as secured from the student information blanks, show that 31 per cent plan to teach; 19 per cent to enter business or secretarial work; 9 per cent to be engineers; 6 per cent to enter medicine; while the remaining choices in order of frequency were coach, minister, nurse, artist, aviator, social service, farmer, librarian, musician, chemist, pharmacist, dietician, laboratory technician, civil service, and missionary.

A recent survey of the vocational opportunities open in our section reveals the fact that there is real need for ade-

quately trained junior business executives, secretaries, nurses, laboratory technicians, teachers, and doctors. The TVA is requiring specially trained personnel in many fields and whenever possible prefers to employ those native to the section. No doubt the large number of boys who give engineering as their preference have been influenced in part by the construction program of the TVA.

Altho practically all of our students list some vocational preference on entering college, personal interviews reveal the fact that not over half of them have really made up their minds concerning what they would like to do. Usually these students are found to be more or less floundering and have put down some vocational preference because they felt they were expected to do so. Many students enroll for a semi-professional course because parents, or they themselves, feel the immediate necessity of some type of specialized training in order that they may secure employment to aid the family or to relieve it of further financial responsibility. These young people are potential misfits and every effort must be made to help them find themselves before it is too late.

A second study was made by our committee in the spring of 1938 to determine the field of activity in which our graduates of the past ten years are now engaged. During the ten-year period from 1927 to 1937 Tennessee Wesleyan College graduated 520 students. Five of these are now deceased and the whereabouts of 23 are unknown. Of the 520, 48 per cent were teaching; 19 per cent were housekeepers; 11 per cent were engaged in business or secretarial work; 11 per cent were still in senior college, graduate or professional school; 3 per cent had entered the ministry or full time Christian service. Others were employed in a wide variety of fields, nine

were with the TVA, 6 were chemists, 5 were farming, 3 were nursing, 3 were physicians, 3 were dentists, and 3 were lawyers. Of course there is some duplication in these figures due to the fact that a number of our graduates are married women who are teaching and who are also carrying on their work as housekeepers.

It is of interest to note further that 20 per cent of the 520 graduates have completed senior college. During the past five years 37 per cent of the 314 students graduated have asked for transcripts to senior college.

The figures given above show that during the past ten years our institution has performed chiefly three functions. It has (1) trained elementary school teachers, (2) prepared for senior college, and (3) trained for the business world. During this period the teacher training, liberal arts, business administration and secretarial courses have enrolled nearly all of our students. Although it is still true that a student can secure a permanent certificate to teach in the elementary schools of Tennessee after completing the two-year course of study outlined by the State Department of Education, there is every indication that requirements will be raised in the near future. When this happens teacher training at the junior college level in Tennessee will be a thing of the past. Our enrollment should not be materially affected, however, by advancing standards. Nearly all of the young people who would enroll at our institution for teacher training work, will still prefer to register with us for the two-year basic liberal arts course, which will be preparatory to the specialized training required at the senior college level. Rapidly changing conditions in this section are presenting a constant challenge in the matter of curriculum construction.

*Accepting the Challenge*

As has been previously stated, Tennessee Wesleyan has specialized in the fields of liberal arts, teacher training and business. We have also been able to give pre-professional training in medicine (including dentistry), law, Smith-Hughes home economics, high school teaching, and engineering. Admission to the medical schools of the South, with few exceptions, requires two years of college work with the specific science requirements as outlined by the Council on Education of the American Medical Association. The law schools are recommending two years of liberal arts training with emphasis on the social sciences. At present we are not attempting to meet all of the specific requirements for the first two years in the various branches of engineering. We are, however, enrolling an increasing number of young men who are wisely securing an adequate cultural background before entering engineering as a special field.

Since the majority of our graduates do not go on to senior college or professional school, we have been conscious of an increasing need to offer additional semi-professional training. The elementary teacher, business administration, and secretarial courses are still very popular, but do not take care of all who should take terminal courses. We have, therefore, introduced the following terminal curricula in recent years: (1) Christian Service, chiefly for those interested in specializing as pastor's assistants and workers in the field of religious education; (2) Home Economics, for those young women who can not go on to senior college but nearly all of whom will eventually become homemakers. This course includes household management, child care, home nursing and family relations, in addition to regular work in foods and clothing; (3) Music, pri-

marily for those who wish to return to their respective communities as music teachers; (4) Commercial Art. In addition, we are able to meet the needs of those young women who plan to enter nursing or wish to become medical technologists.

Courses alone, however, no matter how well constructed, can not develop the type of well rounded individual so necessary to the preservation and further development of our democracy. Careful guidance must be given each individual student. Therefore the program of personal and vocational guidance in operation at our institution stresses the personal conference. Trevorrow<sup>1</sup> has recently reported the work we are doing to assist the student in planning his general reading program. An effort is made to broaden the general reading of a student so as to overcome the early handicaps our experience and surveys have revealed. The work of our library counsellor has proved its effectiveness in many ways and is especially noticeable in the large increase of withdrawals of books for general reading.

In recent years we have made a special effort to insure more appreciation of the fine arts. In addition to offering credit courses in the appreciation of art and of music, we have been giving increased emphasis to student participation in band, orchestra, glee club, and dramatics. Outstanding art exhibits, especially those of southern artists, have stimulated considerable interest. A series of high class lyceum attractions, including musical programs and lectures, is being given at 11:00 A. M., when our commuting students, as well as those who live in the local community and on the campus can enjoy the benefits.

<sup>1</sup> R. J. Trevorrow, "Increasing Educational Effectiveness," *Junior College Journal* (February 1939), 9:231-34.

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## Periodicals in the Junior College Library

HARLEN M. ADAMS \*

What are junior college libraries doing about periodicals? This question has become vital to librarians and instructors alike by reason of the increased importance of magazine literature in relation to courses of instruction.

Several suggestions have been made as to what should be done. Miss Tunison, in a comprehensive study of library services, recommends that<sup>1</sup> "the junior college library should provide a selected number of general periodicals and such periodicals, in the specific academic fields, as are required by the curriculum. These should be preserved by binding."

More recently the Carnegie Advisory Group on Junior College Libraries has issued the following general statement of a standard with regard to magazines:<sup>2</sup>

The library should receive, bind, and preserve accessibly a selected number of professional periodicals, and the standard scholarly periodicals in the fields covered by the curriculum. The continuity and completeness of the sets should be maintained.

This broad recommendation admits of redefinition in terms of specific institutional needs. The selection and use of periodicals will depend primarily upon the purposes of the library program and its relation to instructional procedures. The author sought to determine actual practices in this connection by a study which included a survey of the library services in one hundred thirty-six junior

college libraries.<sup>3</sup> The purposes most frequently mentioned were that the library should supply reference materials for the enrichment of the curriculum, should train students in the use of books and libraries, and should integrate the library with courses of instruction, thus serving as the general laboratory of the college.

In order to accomplish these ends, so far as magazines are involved, two questions arise. First, on what basis should periodicals for junior college libraries be chosen? Second, what guidance in the use of such materials should be offered as a part of the regular instruction?

In answering the first question, it should be noted that one essential to correlating library service with the curriculum is the selection of materials which meet teaching needs. Librarian and instructors are thus directly involved, and the cooperative relationships which are possible in this activity are worth examining. The individuals who have the final decision in selecting the supplies which are to be ordered are the ones on whom the success or failure of the correlation plan rests. The librarian is the responsible person in two-thirds of the institutions, but since most librarians are not yet participating members of the instructional staff, their activity in this connection is not necessarily an asset. Probably less desirable is the method used in some colleges whereby the administrator makes the choice. The placing of the decision

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<sup>1</sup> Tunison, Fay, *A Critical Study of Standards and Practices in Junior College Libraries*. Unpublished Master's thesis. University of Southern California, 1935, p. 162.

<sup>2</sup> Lester, R. M., "The Development of Junior College Libraries," *Junior College Journal*, (October 1937), 8:8.

<sup>3</sup> Adams, H. M., *The Junior College Library Program*. Unpublished thesis for Doctor of Education, Stanford University, 1938.

with department heads, or better still, with a committee of instructors (both of which procedures are infrequently used) most nearly approaches a desirable method for achieving correlation. With regard to general practice, it must be concluded that the relationship of the instructors to the selection of materials is infrequent and unimportant. Students have even less opportunity to contribute, for no institution reported student participation when it came to the final selection.

Another aspect of the question concerns the periodicals provided. The range in the actual number of magazines currently received is quite as great as the range in the number of books in the libraries. The smallest number subscribed to by any of the 136 institutions was three; the largest number reported was 229. The study contains a list of 659 different periodicals which are received by one or more colleges.<sup>4</sup> This list is probably not complete because a number of the colleges reported only their total number of subscriptions without giving all of the titles. The more common general periodical references may be assumed to be those subscribed to most frequently. One hundred or more subscriptions were reported for each of the following periodicals, which are listed in descending order of their frequency: *Literary Digest*, *Current History*, *Atlantic Monthly*, *Harper's Magazine*, *National Geographic*, *Hygeia*, *Readers' Guide to Periodical Literature*, *Readers Digest*, *Forum and Century*, *Scribner's*, and *Time*. These titles constitute a significant indication of the provision which is made for leisure-time cultural reading. As the number of subscriptions decreases, the magazines subscribed to have an increased selective

relationship to curriculum needs. Of the total number of titles, 312 were being received by but one institution. These journals were in such fields as dairying, poultry raising, agriculture, fruit growing, political science, art, anthropology, architecture, business, geology, photography, theology, etc.

The extent to which magazines are considered to be more or less permanently valuable may be determined by the provision, not alone for subscriptions, but also for their preservation. In this study many institutions did not bind or keep them on file at all; the greatest number reported to be preserved in some form was 161.

Libraries must, however, go beyond the mere provision of materials. Students must be given guidance in the use of periodicals. Eighty-eight institutions (65 per cent of those reporting) indicated that some such assistance is given, usually in connection with regular courses. This instruction is primarily for the purpose of offering guidance in collateral reading; frequently it is given as direction in the evaluation of periodical literature. Sometimes it constitutes a topic in connection with consumer education. Other statements indicated that it is offered for the purpose of training in connection with English course reading, term paper work, debate research, incidental activity, and library usage.

Instructors are generally responsible for teaching the use of periodicals, but librarians either assist in the instruction or actually handle it in 54 per cent of the colleges. One institution reports that the teaching is done by student assistants. It may be well at this point to say a word more with regard to the librarian's general relationship to instruction. Among the methods of participation by the librarian are the following: serving on curriculum commit-

<sup>4</sup> See "Library Periodicals," *Junior College Journal*, (March 1939), 9:337-39.

tees, visiting classes to keep in touch with needs and methods, assisting instructors in connection with books and bibliographical work, and conferring with instructors and students. Thirty institutions reported that they have a part-time librarian, who in his teaching capacity contacts instructional problems first hand.

Instruction or guidance in the use of periodicals is offered, usually, in connection with English courses, according to almost one-third of the reports. It is introduced, also, in connection with the following classes: the use of books and libraries, orientation, social studies, social problems, journalism, speech, humanities, "various courses," and "all courses." The time devoted to this guidance, per semester, is variously reported as one to fifty-one hours, the median being six.

No effort is made here to outline a program of study. In the first place, however, emphasis should be placed upon the desirability of planning in terms of local resources and local needs. Secondly, the best procedure seems to be that of offering such instruction in connection with all regular course work. The training seems to be more efficient if made specific to a particular class than if treated as a separate subject. A well-rounded library program should include training in the use of all of its supplies. Special consideration should be given to periodicals, in the use of which students need guidance.

—J.C.J.—

#### CALIFORNIA STUDY PLANS

Last spring the appointment of a state-wide Committee on Junior Colleges in California was announced. In the time that has intervened since its appointment, the Committee has held sev-

eral meetings, at which attention was given to the types of investigation and study which should be conducted. The administrative heads of the junior colleges were asked to name the problems of most concern to them, and to specify individuals from their faculties who might act as leaders among the members of their own staffs and as representatives upon committees appointed to give special attention to the problems chosen for study. The response to this request has been most gratifying, with an overwhelming majority of all of the junior college administrators naming at least one problem they desired to investigate.

Semiprofessional terminal curriculums, student personnel work including placement and follow-up, and terminal vocational curriculums appear as areas of greatest interest. A small subsidy has been secured from the General Education Board to finance a series of conferences to bring together the information that has accumulated upon these phases of junior college education, to define the problems of investigation more accurately, and to project plans under which representatives of the junior colleges will continue to work co-operatively. Local institutions will facilitate the work of their delegates by reducing teaching and administrative duties.

Six conferences, each of two or three days' duration, are being arranged. Two will be devoted to student personnel, two to terminal vocational training, and two to terminal general education. Other problems of concern have to do with the formation of new junior college districts, general plans of organization, methods of finance, training of teachers, and community relationships. It is probable that subcommittees will be organized, under the direction of the general committee, to deal with at least some of these questions.

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## Junior College Secretarial Training

RUTH E. BELL\*

The junior college to date has neither fully realized nor advertised its advantages for training secretaries. Too often in the past the junior college secretarial departments have been viewed as merely another place where instruction in shorthand and typewriting might be obtained. Little distinction was made between the caliber of training offered in the high school, commercial school, junior or senior college department. Even instructors in the junior college secretarial departments themselves have rarely claimed more for their graduates than the fact that they have had a few academic courses of college level. These academic courses do have merit and their value should not be minimized, but there are other advantages inherent in the two-year secretarial training offered by the junior college which should be recognized and utilized by educators, students, and employers.

### *Goal to be Attained*

The employer is the final judge of the success or failure of the secretarial curriculum. The degree of success of any particular curriculum is measured by the success of its graduates in filling the demands of the employer. For convenience of analysis these employer requirements may be divided into three areas:

1. Highly developed, semi-automatic skill in shorthand and typing; made effective and usable by thorough grounding in grammar, spelling, business terms, tabulation forms, and other related knowledge.
2. Workable knowledge of business methods and techniques; which

means comprehension of and facility in handling negotiable papers, filing, simple accounting forms, business reports, and basic knowledge of various office machines in common use.

3. Personal traits and characteristics including both attitudes toward work, such as accuracy, initiative, dependability; and personal items like health, grooming, and attractive dress.

With the goal of training thus defined, the question may well be raised: Does the junior college offer unique advantages in secretarial training? If so, what are they and how can they be used effectively in instructional procedures? The key lies in the *time* element. The junior college secretarial course covers a period of two years. This two-year period gives the student sufficient time to absorb and integrate the skills and techniques to a point where they become semi-automatic. Shorthand, typing, transcription, techniques and modes of thought become tools which are used with dexterity and ease. Such facility is developed, apparently, only with usage in many and repeated situations. Where the skill has not reached this semi-automatic level—when, instead, it is merely a recent acquisition—so much concentration is required on the means that the import of the material handled is neglected. Lack of facility is one of the real dangers when training is concentrated into a period of nine months or less.

### *Grasp of Subject Matter*

The student of junior college age is a young adult, and has, therefore, a more

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mature experience with which to grasp the implications of the business procedures and techniques taught. Younger students are at a distinct disadvantage because they have not yet reached the point in mental maturity where this information is meaningful to them. High school students may learn the same material by rote; but it is not to be expected that they will have the discernment they will have two or three years later.

On the other hand, junior college students are still young enough to be pliant in the area of habit formation; they are still amenable to training. Actual business experience is slight and they have not become set and unreceptive to new modes of procedure. This cannot always be said of older students. One of the strongest objections raised by business men against mature secretarial graduates is that, almost without exception, they are convinced that "they know even more than the employer how the work should be done and attempt to tell him how to run his own business." Junior college graduates have a distinct advantage here because, psychologically, they are still at an age which is receptive to direction and suggestion.

#### *Personality Training*

Employers are more and more demanding certain personality traits and characteristics in their new employees. Increasing emphasis is being placed upon attitudes toward the job, specifically designated in such terms as dependability, initiative, tact, adaptability, a pleasing manner and many more.<sup>1</sup> Good health, immaculate grooming, and becoming dress have been placed on the "must" list, if a position is to be secured and retained.

<sup>1</sup> W. W. Charters and I. B. Whitley: *An Analysis of Secretarial Duties and Traits*; Baltimore: Williams and Wilkins, 1924.

In the past, the personality traits desired by the employer were considered as either existent or non-existent in a particular student. Her quota of these characteristics—both desirable and undesirable—was considered a rather definitely fixed quantity. On the basis of this classification, she was considered as either good or bad secretarial material; little or no effort was made to effect desirable modifications.

All this is now changed. Secretarial success today, according to the most reliable estimates,<sup>2</sup> is composed of 30 per cent technical efficiency and 70 per cent desirable personality. Progressive commercial teachers are at least as busy pruning and developing the various personal characteristics of their students as they are in teaching the basic skills. Job analysis and applied psychology have been introduced into this area of instruction to modify various characteristics in individual students. This is one of the most promising and challenging fields of the future for commercial instruction of pioneering spirit.

An advantage is here enjoyed by the junior college student. Not only is this age a psychologically tractable time, but it is the age at which there is a great striving toward social acceptability. Popularity is the one great ambition of this late 'teen period. The result is that, more than at any other period of life, the student is willing and eager to receive suggestions as to what the desirable attributes and characteristics are, and follow with real effort and determination any suggestions which may be offered as conducive toward their attainment. Junior college training in this area not only strikes while the iron is hot psy-

<sup>2</sup> Louise Hollister Scott: *How to be a Successful Secretary*, Harper & Bros., New York, 1937, p. 79; also Frances Maule: *She Strives to Conquer*, Funk & Wagnalls, New York, 1934, p. 81.

chologically, but the training period, lasting for two years, is long enough to make the substituted behavior patterns relatively permanent.

#### *Orientation of Interests*

The first two years of college work, whether taken in a junior or senior college, are the time for making vocational choices. At first glance it would seem that the secretarial student had definitely made that choice. This should not be taken too much for granted. No secretary worthy of employment should be content to remain merely a secretary. Student and instructors alike should be aware of the utilitarian fact that secretarial skill may be used as an industrial tool to drive the entering wedge of employment into almost any field in which the student may have an interest or aptitude.

The two-year period of training is again of importance. At the very beginning of the period every effort should be made by student, teacher and counsellor to determine each student's special skills, aptitudes and interests.<sup>3</sup> Combining the findings of vocational inventories with job analysis data, and probable future market demand, the student, with the help of the counsellor, is nearly always able to discover some field of particular interest. This narrowing of the field has certain advantages: first, the goal to be attained is made fairly specific and gives a focal point of interest for all subject matter; second, specialization, within broad limits, betters the chances for success after placement.

The field chosen may be of either primary or secondary importance. If primary, the student will specialize in the field, using the secretarial training

merely as the means of securing her first employment, as a vantage point from which to gain more detailed information in the chosen field, and ultimately to work into it, later discontinuing all secretarial duties. If, however, the field is of secondary interest only, she will prefer to be a secretary primarily and utilize the knowledge gained through study of the field toward being a more efficient secretary.

Perhaps an example will make clear what otherwise appears rather involved. Let us suppose a student's interests and aptitudes lie in the field of journalism: she may take training both in that field and in secretarial work. First jobs on newspapers are notoriously hard to get. Recognizing the difficulties of securing, for instance, a cub reporter's position, she would use her secretarial skill as a means of obtaining her initial position on the newspaper. Then, having achieved this foothold, she would attempt to convince her employer of her abilities in journalistic work, and on that basis to obtain the coveted appointment of reporter. In many fields this is the customary, expected, and approved manner of entering upon a career.

On the other hand, for the student who preferred a career as a secretary, ultimately arriving in a higher bracket secretarial position, such as secretary to the editor or publisher, the emphasis in study would be reversed. This student would survey the general field of journalism in so far as opportunity offered, but major emphasis would be placed in training to be, first of all, an excellent secretary.

The junior college curriculum is well adapted to these dual interests of students. Extra credit hours available, over and above the number required to complete the secretarial training, may be utilized in securing basic training in the

<sup>3</sup> Vocational interest and temperament analysis tests as a basis for informal conferences have proved the most valuable so far. The work of the University of Minnesota has been outstanding in this area.

chosen field of interest. So orientated, these additional courses not only broaden the student's mental horizon but furnish specific information which will be of value on the job. These are outstanding advantages when compared with either the high school or commercial college curriculums.

The vocational advantages accruing to junior college students through this type of orientation may be summarized:

1. They are more employable because they have wider training.
2. In addition to the secretarial training, these students may be guided into special fields which enlist their other vocational interests and so make it possible to utilize other aptitudes. An arrangement of this nature offers compensating satisfactions and chances for success to those students who are irked by the detail and routine of secretarial work, and yet desire such training.
3. If further training in the vocational choice is decided upon after junior college graduation, a good start has already been made.
4. The students possess a readily salable skill which will many times get a job in the desired field when all other methods of entrance fail.

#### *Advantages in Placement*

Chronologically considered, the junior college age is the best age for students to graduate and enter the business world. Professional abilities being equal, the business man prefers his secretary young and good-looking. And, on the basis of present-day American standards of feminine beauty, nineteen or thereabouts is the age. Such attractiveness is, of course, a real asset to the graduate seeking her first position.

#### *Momentum of an Early Start*

The age of the junior college graduate presents other advantages. First of all,

she has the endurance and good health to stand up under the hard work and long hours which is part of all beginning jobs. Secondly, she is still pliant enough to adjust herself satisfactorily to the special conditions inherent in the job, without any great personal adjustment. And third, she has started young enough to have the necessary years ahead for the slow climb toward whatever higher position she has chosen as marking, in her own mind, professional success. The older graduate is frequently handicapped by the fact that, at her age, she considers it beneath her to accept the subordinate positions which are the only ones available to beginners in any field.

#### *Men Wanted*

The pronoun "she" has been used exclusively so far in this discussion. This is merely due to the fact that the writer is teaching in a junior college for women. The secretarial field, however, should be regarded neither as entirely reserved for women, nor as a "sissy" occupation.

At present the demand for young men who are efficient secretaries greatly exceeds the supply. Top-flight business executives almost without exception have men secretaries. Two important reasons for this choice are: first, they can travel with their employers wherever and whenever necessary, with less difficulty than a woman secretary; second, future executives are often recruited from these secretarial positions, and the employer uses the position as a proving ground for business abilities. The close association between executive and secretary inherent in this type of position offers unexcelled opportunities for learning at first-hand the most effective business methods, policies and practices.

In many cases, junior college counselors would do well to advise the young man who wishes to "enter business" to take the junior college secretarial course,

and then complete his formal education with two years of senior college business administration. There are many unemployed business administration school graduates today who, although thoroughly trained in the higher brackets of business organization, have been unable to find employment because they have no specific skill to sell which would make their services worth a wage. Regardless of the field in which he wishes to specialize, the young man without personal business connections would do well to consider the usefulness of secretarial skill in securing a first position.

*Conclusion*

These, then, are the advantages of junior college secretarial training:

1. A training period of two years gives a long enough time for complete learning and integration of secretarial skills.
2. Personality training, given at the right age, psychologically, and continued for a sufficiently long period is able to attain some positive results.
3. Vocational orientation, backed up with basic training in the field of special interest, enables the student to utilize a larger number of aptitudes.
4. Training is completed and the student ready to enter the business world at the most opportune age.
5. The graduate starts on a career young enough to have sufficient number of years ahead for substantial professional achievement.

Students, parents, and employers should give these advantages due weight when considering *why*, *where* and *when* secretarial training should be taken.

—————JCJ—————

**CENTENARY DEVELOPMENTS**

Writing in the Commencement issue of the *Bulletin of Centenary Collegiate*

*Institute*, New Jersey, President Robert J. Trevorrow, said in part:

For sixty-five years Centenary has prepared students for college and has done it well, too. But after June of this year 1939, it will give instruction in the first two years of college work only. There are many reasons which have impelled the trustees to this decision:—the adequate coverage of our territory by approved free high schools, the steady decline of the number of preparatory students, the complications and hindrances involved in attempting to operate two institutions in the same buildings. This will liberate the College to do its own proper work without compromise or diversion of interest. Being the only Protestant college for women in New Jersey, it stands at the dawn of a new day of needed service to an increasing number of students.

To do college work, we must have adequate facilities. The trustees therefore expect to enlarge the physical equipment to meet the needs of a growing student body. Already plans are being made for the first new building. It is to afford enlarged space and up-to-the-minute equipment for home economics, physical sciences, and art, one full floor to each.

In addition to this building, which awaits a name, there will soon be needed dormitories, a new gymnasium, larger provisions for student activities, and perhaps in time, a separate library building.

—————JCJ—————

I am thoroughly conversant with the fact that the junior college movement is one of tremendous vitality, and especially during the next few years will it need the wisest help it can receive from a well organized national association.—Professor E. B. Stevens, University of Washington.

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## Value of Office Machine Instruction

F. M. LICHTENHELD \*

Semiprofessional training for secretarial and clerical occupations should include effective training in the use of common office machines along with other skills and general education. A cursory survey of several offices will reveal the importance of office machines and the necessity for offering instruction on them. The following observations may aid those who see the necessity of expanding their training to include office machine instruction but who have not already done so. It should be recognized in passing that some junior colleges now have excellent facilities for teaching the use of these machines.

What machines to teach is the first question that arises. The answer requires an occupational survey of the community. If the time or facilities for making such a survey are not available, the office machine agencies that serve the territory will usually be most willing to furnish the number of active machines in the city and territory. As far as possible training should be offered on those machines that are most used in the community. Large power sorting and punching machines and photographic process printing machines are too expensive for the average college and probably cannot be considered. Likewise, the battery plan of instruction is expensive and can be used only in a college with an enrollment large enough to keep the machines in almost continuous use. Even in a large institution, a strict battery plan would rarely be used, but a plan of rotation would be worked

out in which groups of students change from one kind of machine to another in much the same way as the small college rotates individuals from one machine to another. The rotation plan is in no sense inferior to the battery plan and often as not simulates business office conditions more effectively than the battery plan of instruction.

### *Equipment*

To house the equipment, a room should be selected that can be used solely as an office machines laboratory. At all events only the students who use the machines should be permitted to meet in the room containing the machine equipment. If possible, supplementary laboratory hours should be arranged in addition to scheduled class hours as this training is so interesting and vital that students will grasp the opportunity to use additional time. Ample electric outlets must be installed. If possible, a sink and soap and paper towels should be available as work with duplicating machines will soil the hands. Avoid the use of library height tables; to support calculators, secure calculator desks. These need not be expensive commercial models but special benches of correct height that allow the machines to set in only one place. This prevents the wear and possible accidents involved in sliding or carrying the machines from table to table. Of course, chairs corresponding to the height of the benches are necessary for the operators. Obtain factory built cabinets and stands for adding machines, duplicators, bookkeeping machines, shorthand machines, addressing machines, billing ma-

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chines, and for as many other machines as possible. The cost of the supplementary equipment and furniture is insignificant compared with the cost of the office machines themselves, and the proper accoutrements produce a distinctly favorable reaction on the students.

Returning to the choice of machines, first buy those that are commonly used and of standard make. Let innovations prove themselves before adding them to the laboratory equipment. Special school models are often light-weight and inefficient compared with regular commercial models. Full size machines should be obtained by all means. To illustrate: a portable adding machine is fine for its purpose, but it is not good for instructional use in teaching rapid touch operation as it will jump and move about the desk after the student has developed a little speed. Be it remembered that equipment is used just as severely by students as it is in business offices.

Where a machine is especially expensive, the possibility of learning its use on the job may be the deciding factor against its purchase. The possibilities for a student to learn on the job, however, are easily overestimated. For example, the process of simple mimeographing may be learned on the job, but rarely in an office would a person learn the use of the various hand drawing tools and guides, placement, kinds of papers, color work, machine adjustments, and the fine points of mimeographing necessary for perfect reproduction.

Other factors may enter in making a decision about the purchase of a particular machine. A bookkeeping machine with one type of keyboard and an inexpensive adding machine with another type of keyboard make a good

instructional combination as a student can apply his posting and bookkeeping procedures learned on one machine to bookkeeping and posting machines with either type of keyboard.

#### *Hours of Instruction*

Hours to be devoted to instruction on each of the machines is another major problem. In most cases, enough time should be spent on each machine to obtain commercial or better than commercial proficiency. This brings up an important factor in determining the amount of equipment to purchase as only a fixed number of machines can be mastered by a student in the total hours allotted to the office machines course. Here are some suggestions for the hours necessary to obtain desirable proficiency: duplicators of gelatin, liquid, or stencil type, 10 to 15 hours; bookkeeping machines, 10 to 15 hours; billing machines, 10 to 15 hours; transcribing machines, 20 to 30 hours; calculators, 30 to 40 hours; adding machines, 10 to 15 hours; and addressing machines, 10 to 15 hours. It is essential in a class using the rotation plan that the same unit of time or a multiple of that unit be provided on each machine. Naturally the hours of practice on most machines could be increased by teaching additional applications. It would require more than 40 hours of instruction and practice on a key-driven calculator to produce highly skilled operators, but many applications and all the fundamental processes can be learned effectively in that length of time. In determining the amount of equipment necessary, it is well to remember that two students can be working on some duplicators at one time while only one student can work on other types of machines.

At Duluth Junior College, the following equipment has met the requirements

of a class of eleven students meeting five hours a week for nine months. The figure under "Hours of Instruction" indicates the time allotted each student on each type of machine.

<i>Number of Machines</i>	<i>Hours of Instruction</i>
1 gelatin duplicator, hand-operated .....	14
1 stencil duplicator, electric .....	14
1 loose-type duplicator (Multigraph) .....	14
1 10-key adding machine, hand-operated .....	14
1 full-keyboard bookkeeping machine, electric .....	14
2 key-driven calculators, non-electric .....	28
2 crank-driven electric calculators .....	28
2 voice writing transcribers....	28
3 standard typewriters	
1 18-inch carriage typewriter	
supplementary equipment	

If a dictating machine and a record shaving machine were available, a more complete demonstration of the voice writing process could be made, but these two additional machines would not provide for additional students. The transcribing machines are the machines that require student practice while the shaving machine and dictating machine require virtually no practice and are essential only insofar as it is better pedagogy to demonstrate the complete process. In addition to the time indicated in the table, most students spend some extra time in the supplementary laboratory hours that are provided.

Sixteen students could be cared for by the addition to this list of one bookkeeping machine, one adding machine, one crank-driven calculator, one key-driven calculator, one Dictaphone or Ediphone transcriber, one standard typewriter, and one variable type typewriter. A further improvement might

be made by adding two key-driven calculators and increasing the amount of time spent on them. To save expense it might be possible to eliminate the adding machine from this additional list, and to substitute a standard typewriter for the variable type machine.

The most expensive machine is the bookkeeping machine which costs about \$500; the largest expenditure usually must be made for the several calculators which average about \$300 each; duplicators cost from \$100 to \$300 each, transcribing or dictating machines, \$200 each; and adding machines about \$100. These suggested prices are for standard commercial models suitable for instructional use. Costs will vary according to model and make and discounts. Special, light-weight models are not desirable nor is it desirable to purchase machines, such as crank-driven calculators, with the largest number of automatic features. In round numbers, \$3,000 is the cost of the fifteen machines, typewriters included, in the above table. The institution that must save and watch expenses carefully should not overlook the cost of service on the machines purchased. The salesmen of office machines may not mention that after the first year it is necessary to purchase service contracts on some kinds of machines. These contracts may cost as much as \$40 or \$50 dollars for a large machine. However, instead of purchasing service contracts, it may be advisable and cheaper to pay for each repair and service adjustment as it is made. This is true only when the laboratory is carefully supervised at all times so that abuse and accidents are avoided.

#### *Instructional Problems*

The instructor in charge of an office machines class has to plan his rotation for the entire period. This period may include more than one semester. It is

somewhat better to schedule several consecutive hours per day two or three times a week than one hour daily.

One instructor probably should not attempt to teach more than sixteen students at once, considering that each student is working at a different task. With sixteen he will have no time for detail work while the class is in session.

The applications of a machine to systems of production and the flow of work through an office can much better be demonstrated in an office management class than in the laboratory class in office machines. For that matter, some instructors may find it convenient to combine the laboratory work with a course having additional content. In the laboratory hours the students are so engrossed with physical operations that it is difficult to demonstrate the applications of the machines from the viewpoint of office management.

Much more skill will be acquired if the instructor furnishes the jobs to be done on the duplicators as well as the calculators and all other machines. Copy for duplication or other material that is furnished by the students tends to be most inadequate. Each project should be planned to develop the ability or to increase the student's knowledge of the machine with which he is occupied at the time. The instructor may prepare written job sheets, or at least he must plan definitely each group of projects.

In setting up his standards of student achievement, the instructor should compare with commercial standards of performance when these are available. In the case of duplicated work, samples can be collected from business offices. Such standards for most machines may be found in the literature of the manufacturers and in more unbiased form in business periodicals and in office management handbooks.

#### WHY A FOUR-YEAR COLLEGE

In connection with a discussion at Duluth, Minnesota, last year concerning legislation for the conversion of the Duluth State Teachers College into a four-year liberal arts college, Dean R. D. Chadwick, of Duluth Junior College, proposed a list of questions for discussion at a meeting of voters interested in the proposal. The questions, most of which are of far more than local significance, were as follows:

1. What services will be rendered to youth that are not now rendered by the existing colleges of Duluth?
2. Are four-year colleges being established today in the United States?
3. Why is there so much confusion today with regard to the functions of the four-year college?
4. Why do we find today that the four-year colleges in Minnesota have two-thirds of their enrollment in the first two years and only one-third in the upper two years?
5. Why is it said today that the four-year colleges are on the defensive?
6. What has caused the junior-college movement to spread so rapidly throughout the United States in twenty-five years?
7. What are the functions of the junior college?
8. What has been the record of the Duluth Junior College in its 12 years of existence? What services has it rendered to thousands of youth and their parents?
9. Should all high-school graduates be encouraged to attend a four-year college and attempt to get a degree?
10. Will a four-year college reduce the number of unemployed youth in Duluth between 18 and 24?
11. Should parents of low incomes try to give their children a four-year liberal arts education, non-vocational in character?
12. Why not try to get state-aid for the junior colleges of the state?
13. Should a four-year college in Duluth be organized on a junior-senior college basis? If so, would the faculty of the Duluth Junior College be employed to offer the junior-college work?
14. How long would it take and how much would it cost to develop a four-year college that would be accredited properly and have prestige?
15. If inequalities of opportunity for higher education exist because of where one lives, or because of the financial status of a family, how may these be eliminated?

## *Reports and Discussion*

### PANHELLENIC MEETING

To cooperate with the college authorities in all efforts to improve social conditions in the junior colleges has long been an aim of National Junior College Panhellenic, a federation of the five social sororities and one fraternity in the junior college field. In recognition of the growing need for greater democracy, a plan to make it possible in institutions that desire such a program for every girl to share the training and advantages of membership in a national social sorority was adopted at the twenty-sixth annual meeting of National Junior College Panhellenic, held at the Hotel Statler in St. Louis, Missouri, on September 10.

Believing that national social organizations fill a real need in the junior college by providing a social program encouraging a maximum of student initiative under the supervision of a faculty sponsor and national officers and by making possible interesting contacts with students in other schools, the members of Panhellenic agreed that these advantages should be made as widespread as possible. Consequently, a group plan was devised providing that in schools where all of the five sororities are permitted to enter, a similar program will be offered, national fees will be uniform and will be kept to a minimum, and every girl in college who wishes to become a member of a sorority will have an opportunity to do so.

Another step in the direction of closer cooperation between National Junior College Panhellenic and the junior colleges was the decision, made at this

meeting, to apply for a sustaining membership in the American Association of Junior Colleges.

Officers of National Junior Colleges Panhellenic for 1939-1940 are: *president*, Helen Froelich, National Park College, Forest Glen, Maryland; *secretary-treasurer*, Esther McBride, 2462 Orchard Street, Chicago, Illinois. Chairmen of standing committees are as follows: Eligibility and Nationalization, Miss McBride; Scholarship Standards Survey, Mrs. Anthony E. Bott; College Panhellenic, Mrs. Albert R. Wesson; Social Conditions on Campus, Miss Froelich; Alumni Relations, Edward R. McGuire; and Publicity, Miss Dorothy Knappenberger.

The next annual meeting of National Junior College Panhellenic will be held in Chicago the last week end in August, 1940.

DOROTHY KNAPPENBERGER  
*Executive Chairman*

Tulsa, Oklahoma

### IOWA CONFERENCE

The second annual junior college conference was held under the auspices of the State Department of Public Instruction on May 6, 1939, at Drake University. It is estimated that more than 160 administrators, instructors, students and visitors were in attendance. Representatives from 26 public and 6 private junior colleges were present.

State Superintendent Jessie M. Parker opened the conference, introducing President D. W. Morehouse of Drake University, who extended greetings. There followed reports by several junior col-

lege faculty members and the student representatives.

The second general session was held in the dining room of the Drake dormitory where the management served an excellent luncheon to approximately 135. The hour provided an opportunity for many interested in common problems to become better acquainted.

In the afternoon the conference was divided into five discussion sections as follows: (1) administrators, (2) English instructors, (3) social science instructors, (4) science instructors, and (5) student senate.

RUSSELL E. JONAS

Board of Educational Examiners  
Des Moines, Iowa

#### MISSISSIPPI STUDY \*

Mississippi public junior colleges were authorized for the purpose of meeting a need not otherwise provided for. The most logical indication that we are really working toward achieving that purpose would be a cooperative study to actually determine the needs and devise better means of meeting them. We, the committee appointed at the Raymond meeting, acting under further instructions given us at the State College conference, submit the following suggestions as a basis for faculty study leading toward a summer conference in 1940.

It is our thought that if the faculties of the various institutions would attempt studies of the following or similar areas that we would have valuable basic material for our initial conference next summer.

#### *Proposal*

Let it be understood that there is no thought of suggesting now, or of working out finally, a uniform program or

\* A committee report on a proposed study for Mississippi public junior colleges. Committee: L. O. Todd, Chairman, J. L. McCaskey, C. J. Darby, Knox M. Broom.

specific course of study for all. But there are certain fundamentals common to all that can best be recognized by cooperative study.

Your committee feels that there should be a clearer definition of junior college objectives and better implementation for achieving same. It suggests the following areas which, for example, might be studied with profit.

#### *Purpose*

1. What is the responsibility of the junior college for education in a democratic society?
2. What are our stated purposes and how did we determine them?
3. Are our stated purposes compatible with the responsibility of a junior college for education in a democratic society?
4. Is our curriculum based upon our stated purposes?
5. Are the outcomes of our educational program evaluated in terms of compatibility with the stated purposes?
6. Are our outcomes evaluated in terms of our responsibility to our community?
7. Are our purposes modified to meet the needs as revealed by the evaluations of the outcomes?

#### *Ways and Means*

1. Who are our students?
2. Who drops out of junior college and why?
3. Where are our graduates and what are they doing?
4. What are we doing for our graduates and other adults out of school?
5. How can the use of the library be made vital to our students?
6. Does the life of the school contribute to desirable social developments?
7. Is the organization of instruction in the materials and methods functioning in the life of the students?

Your committee feels that an organized study of several of these topics by the faculty would prove helpful both to the teacher and institution. If properly written up it would also be particularly helpful in our conference next summer. Your committee is not yet ready to make a report on the time and place for the summer conference in 1940.

### ILLINOIS ASSOCIATION

With an attendance of 27 administrators, the initial meeting of the Illinois Association of Junior Colleges was held in Chicago, October 7. For the most part the meeting was devoted to the perfection of plans for the seventh annual student and faculty conference to be held under the auspices of Northwestern University on Saturday, November 18, with "Methods and Techniques in the Junior College" as the topic. An assembly with short music and speech programs, a two-hour conference period for students and faculties, luncheon, and tours of both the Evanston Campus and the McKinlock (professional schools) Campus comprise the program. Student conference sections were arranged for as follows: international relations, community service, subject clubs, social life, student councils, athletics for men and hobbies, annuals and literary publications, assemblies and professional clubs, dramatics, oratory, debate, athletics for women and newspapers, music.

W. B. SPELMAN  
Secretary

Morton Junior College  
Cicero, Illinois

### JUNIOR COLLEGE EDUCATION\*

A problem which is faced by the administrative officers of any college is that of determining what should be the

outcomes or the goals of the educational program offered by the college to its students. If the institution does not have clearly defined goals, its program suffers from lack of definiteness and direction. This has been abundantly proved especially in connection with the Pennsylvania survey described recently in the *Atlantic Monthly*. For the college administrator to keep effectively in touch with the ever-changing stream of current opinion, even in his own community, is no small task, let alone to keep abreast of educational thought in the country.

Each of you within sound of my voice to-day has a more or less well-formed opinion as to the measure of success or failure that is being achieved by Lower Columbia Junior College. You have your ideas as to what and how much it should be contributing to the community and helping to solve, it may be, some of our common problems. It is rare, however, that we in the College hear directly from you, and I, for one, would welcome suggestions as well as criticisms of our present program, for only in this way can we learn how we may better serve the community.

For convenience, I have grouped the desirable outcomes of junior college education under four main heads, as follows: (1) Increased perceptive powers, (2) Increased powers of expression, (3) Increased reasoning powers, (4) Increased recognition of one's place in the social order.

Increased perceptive powers means, to my mind, greater comprehension in reading, in listening to a speaker, in hearing music, in seeing a work of art. In short, a stimulation of all five senses and a greater response to them. A different phase of this same topic is the acquisition of the techniques of observation in laboratory, library, and classroom.

\* Portion of radio address over Station KWLK at Longview, Washington.

Increased power of expression is to be sought for, in greater facility in the use of our mother tongue in both the written and spoken word; in finding the means for and the technique of self-expression in music, drama, oratory, and art. In other words, increased powers of creative expression.

Increased reasoning power comes only from the successful accomplishment of that most difficult of tasks—using one's brain effectively. This is accomplished more easily by mastering the techniques of research; of critical analysis; of debate; and by working along these and similar lines.

Finally, increased recognition of one's place in the social order, can come about only from study and appreciation of the value of the individual in the various aspects of his relationship to society as a social being; a civic entity; an economic worker and a religious being. A greater appreciation of the responsibilities of the individual will arise from this better understanding. In closing, may I illustrate what I mean by one specific example. It is trite to say that to-day history is in the making all around us. Every day the newspapers carry accounts of happenings that occur in the most distant parts of the world, happenings that may have a very direct influence upon our own problems, but which we all too often dismiss with a shrug of our shoulders. The ability to read a newspaper, and particularly the foreign news section, discriminatingly and accurately, is a necessary part of the equipment of a real member of our modern society. Later, on to-day's program, you will hear this very problem discussed by some of our students.

DAVID L. SOLTAU

Lower Columbia Junior College  
Longview, Washington

### SOUTHERN JUNIOR COLLEGES\*

The South has been particularly strong in the development of private junior colleges. More than two-thirds of the southern junior colleges are privately controlled; more than half of the southern junior college enrollment is in these institutions.

In the field of public education, however, the story is quite different. In all eleven states included in the territory of the Southern Association, there are only 56 publicly controlled junior colleges, with an enrollment of less than 17,000 students. Forty-five of these publicly controlled institutions with 90 per cent of the enrollment are found in three states—Georgia, Mississippi, and Texas. The other eight states—Alabama, Florida, Kentucky, Louisiana, North Carolina, South Carolina, Tennessee, and Virginia—have scarcely been touched as yet by the public junior college movement.

At the present time the enrollment in the public junior colleges of California is approximately 91 for each 10,000 people in the population of the state. In the eleven states of the Southern Association it is only 6 for each 10,000 population. If, then, these eleven southern states were as well provided with public junior college facilities and attendance as California they would have an enrollment of approximately 250,000 young people instead of 16,000 as at present.

Mississippi has the largest public junior college enrollment, in proportion to population, of any of the southern states—16 for each 10,000 of population. If its enrollment were proportional to that of California, it would have 18,000 young people enjoying the op-

\* Extracts from an article by Walter C. Eells, "Implications of the Junior College Movement," in the *High School Journal* for April 1939.

portunities of junior college education as part of its public school system instead of 3,200 as at present.

Unfortunately, Mississippi ranks at or near the bottom in its economic ability to support public education. Yet it has the largest junior college attendance, relatively, of all the southern states. If it can afford liberal state and local support for public junior college education, surely no other southern state—nor northern and western state, either—can consistently defend its lack of support of public junior college education on the ground of financial inability. Mississippi has increased her appropriations for the support of her public junior colleges 45 per cent for the present biennium over those for the past biennium.

Texas is second of the southern states in proportion of enrollment, with 14 for each 10,000 of her population; Georgia is third with 12 for each 10,000; Tennessee is fourth with only 2 students in public junior colleges for each 10,000 of population; and no other southern state has as much as 1 public junior college student per 10,000 of its population.

Educational theory for a half century or more has insisted that junior college education should be the completion of general or secondary education at public expense. Recent economic and social conditions with increasing urgency demand a translation of this theory into practice. The experience of a western state shows the possibilities for significant service to American youth in the junior college field. The example of Mississippi, an economically inferior southern state, even in the stress of depression and retrenchment, in increasing its junior college appropriations almost fifty per cent suggests the financial ability of any state to support junior college education.

Is there any reason, then, during the next decade, why all the states of the southern area should not reach at least the Mississippi level of junior college education under public control and support? If all eleven of these states had 16 junior college students per 10,000 population, as in Mississippi, the public junior colleges of the states in the Southern Association territory would be taking care of the educational, vocational, and citizenship needs of at least 45,000 young people as contrasted with less than 17,000 at the present time.

### WHY STUDY GERMAN?

At the beginning of the academic year the students in the three German classes at Glendale Junior College were asked the question, "Why are you studying German?" Following are the replies, given without comment or summarization:

#### FIRST SEMESTER GERMAN

Language is a requirement; I selected German for its scientific value.

German will help me in medical research.

I need a reading knowledge of German for my science major; also this course fulfills my language requirement.

This course fulfills my pre-dental requirements and serves as a foundation for scientific research.

As a science major I chose German because the Germans have made such great advances in science.

I am studying German to better understand the German opera, my favorite type of music.

From my study of German I hope to derive a better knowledge of English as well as of German.

I am ambitious to become an architectural engineer. Toward this end I understand that a knowledge of German is a great help.

As I am majoring in English I want to be able to read German literature in its untranslated form.

I am studying German because as a librarian the knowledge of German will be a great help.

I shall need German for my Ph.D. degree and also plan to study in Germany.

Many scientific words are of German origin, so I feel that I shall profit by the study of German.

Since I am majoring in chemistry I shall need a reading knowledge of German.

I am majoring in music and therefore need and want to know German.

I shall need to know German in connection with our properties in Germany.

In planning to specialize in English philology, I shall need to know German.

German is recommended to me as a geology major.

I expect to find German helpful in my chosen field of nursing.

I have already studied Spanish and want German for my music.

I am taking German because I think it will help develop clear thinking ability; since it is so detailed.

I selected German because it is a timely subject.

I have heard my mother speak so much about how she enjoyed the subject of German.

I would like to have a speaking and reading knowledge of German.

I have always wanted to have a better understanding of the German people; their life, literature and culture.

My parents and grandparents are German and I have always held the Germans and the German language in high esteem.

I have German relatives who speak only German.

I am studying German because I once knew the language quite well, but

mostly because I like it and the German people.

I figure that I shall be able to use it later in my life.

German plays such an important part abroad and I hope to travel.

#### THIRD SEMESTER GERMAN

I am studying German to meet the pre-medical requirements.

As a psychology major, German is the logical language for me to take.

I need German for my chemistry major.

I wish to gain a reading knowledge of German as an aid to the study of literature.

I am studying German to get a better language foundation for the study of Greek and Hebrew.

I am sincerely anxious to learn the language and to be able to speak it.

I need German as a science major, but I also expect to benefit culturally by familiarity with this language.

I am taking German for additional language credit, but I expect to obtain pronunciation for singing in my music major.

I am studying German so that I may go deeper into scientific research through the reading of German scientific literature, reports, etc.

I became interested in the language while taking German 1 and 2 as a science requirement.

Although one year of German is all that is required before taking Scientific German at the University I want to avail myself of every opportunity to master the subject.

Interested in extending the knowledge of the German people through an understanding of their language.

I intend to major in civil engineering.

I am studying German to get a general cultural development.

## GERMAN CIVILIZATION COURSE

I expect to get from this course a background for the study of the German language.

I am of German descent so want to know more about my ancestors.

As a history major I expect much help from this course.

I want to know more about the race which produced Goethe, Schiller, Kant, and Schopenhauer.

I hope some day to travel in Europe, especially in Germany.

In preparing for the ministry I want to know more of the people who form such a large part of the population of this country.

I have German blood in my veins and I am sure that a better understanding of the German people will result from this course.

I want to understand the German people in order to interpret what I read.

I feel that a study of the German people will help me to interpret their culture and what they are doing in this twentieth century.

H. H. WIEBE

Glendale Junior College  
Glendale, California

## THANK YOU, AMERICA! \*

For more than 28 years America has been giving me: Parents, food, clothing, shelter, education and inspiration. Thank you, America, for life itself. Thank you, America, for millions of homes with fine idealistic parents; thanks for sanitation; for public highways;

\* This article was written by Margaret E. Brown, former student at Pasadena Junior College, and printed in the *Congressional Record*, with the following comments by Congressman Voorhees, of Southern California: "Mr. Speaker, in the midst of all the tumult and the shouting of today the following expression of one young woman regarding her country is, I think, a good antidote. I am proud that it was written by one of my constituents."

street lights; police and fire protection; thanks for the kind of free education nowhere else available in the world—the kind of education offered in Los Angeles, Pasadena, and all of Southern California. We American young people just go ahead and accept for granted homes, newspapers and magazines, enjoying freedom of the press—so precious to us—radios, schools which offer the opportunity to train for any kind of occupation one chooses, and frequently we forget to say "thank you."

Thank you, America, for the great American church and its Big Minister, always near at hand; for the freedom to worship God; and for the problem-solving contact with one's minister.

Thank you, America, for the ballot, for the privilege of participating in the campaign that precedes the balloting. I am grateful for the privilege of choosing a big cause, like peace or temperance, or democracy, to work for while others have the privilege of choosing the other side of these causes. There is always an honest other side, and both can go merrily on working and living while first one side triumphs, and then the other side, but eventually the right side wins—but the person on the other side lives on. I am grateful for the privilege of helping a great candidate gain a political office.

For the blessing of living here when the greatest sin of mankind, war, is being squarely faced by the nation, and its youth—the age that is going to do—is doing the work of changing the world from living in war to living in peace—thanks!

For the presidency, with its guiding hand and heart always trying to help every American; for Congress and the Senate of the United States, with their tremendous task of governing the American people the way the American

people want to be governed, I thank you, America.

### MEDICAL SECRETARIAL COURSE

Northern Montana Junior College, at Havre, has introduced a medical secretarial course three years in length. An advisory committee of 17 physicians located in Montana, Colorado, Nebraska, California, Idaho, North Dakota, Wyoming, Texas, Washington, Kansas, and New Mexico has assisted in formulating policies, planning courses, and analysing the duties of medical and dental secretaries.

The announcement of the new course includes the following statements:

The demand for specially trained assistants in medical and dental offices, clinics and hospitals has created a professional opportunity for young women. The content of this program of study is based upon an analysis of the duties of medical and dental secretaries. It combines basic subject matter with highly specialized techniques, and it gives to the student an opportunity to master the theory, as well as the skills necessary for effective professional service.

The requirements of medical and dental offices and laboratories can not be met by routine secretarial training no matter how thorough. Professional men are generally unwilling, due to their crowded schedules, to give the necessary time for training in service of assistants who have only a general knowledge of the exacting routine of specialized work and the varied responsibilities for which this course gives preparation.

The curriculum includes general subjects such as: English composition and literature, orientation, practical library science, and psychology.

In the practical business field, a student completes three courses in accounting, including medical accounting; business correspondence; dictaphone; office practice; shorthand; including advanced courses in medical dictation; statistics; and typewriting, including medical material.

A thorough understanding of basic sciences is provided by courses in bacteriology; general, qualitative quantita-

tive, and organic chemistry; human physiology; hygiene; and zoology.

The three-year program also offers courses in medical technique and clinical laboratory procedures. As a part of these advanced courses, the student is assigned to office and clinical work, in order that she may have practical experience correlated with the college curriculum.

### SECRETARIAL DEGREES

The junior colleges which participated in the study of current practices in granting degrees and titles<sup>1</sup> also supplied information concerning secretarial training. The data included: (a) The name of the department through which the secretarial courses were offered, (b) The degree or title granted, (c) The number of semester hours required in business or liberal arts, and (d) The number of semester hours in secretarial work which might be applied to the Associate in Arts degree. Seventy-eight colleges reported courses in secretarial training. Of these, 67 were degree- or title-granting colleges and 11 were not.

Secretarial work was most frequently given through a commercial or secretarial department. The following summary gives the names of departments as reported and the number of colleges reporting in each instance:

In 70 per cent of the degree-granting colleges, students majoring in secretarial work were granted degrees. Of the colleges granting only the Associate in Arts degree, 72 per cent reported that it was granted to secretarial majors.

Departmental requirements in terms of semester hours in secretarial subjects were not reported by all the participating colleges. Data has been compiled for those contributing.

<sup>1</sup> See "Granting Degrees" in *Junior College Journal* (October 1939), 19:95-96.

<i>Semester Hours in Secretarial Work</i>	
<i>Hours</i>	<i>Colleges</i>
0-20.....	5
20-29.....	21
30-39.....	11
40-50.....	9

<i>Semester Hours in Liberal Arts Work</i>	
<i>Hours</i>	<i>Colleges</i>
0-20.....	14
20-29.....	14
30-40.....	7
62.....	1

The number of semester hours in business or secretarial training which may be applied to the Associate in Arts degree or title was reported by 37 colleges as follows:

<i>Hours</i>	<i>Colleges</i>
0-10.....	6
11-19.....	6
20-29.....	6
30-39.....	4
40-49.....	2
Unlimited.....	8
None.....	3

The current practice in granting degrees to secretarial majors in 78 junior colleges was thus reported:

<i>Department</i>	
Commerce or Commercial.....	33
Secretarial.....	16
Business Training.....	11
Business Administration.....	8
Terminal Curricula.....	2
Social Science, Business Education, Vocational Efficiency, Business and Public Service, Pre-professional, Pre-Business Administration.....	1 each
Data missing.....	2

The 67 degree- or title-granting junior colleges reported as follows concerning degree or title granted:

Associate in Arts.....	35
Associate in Commerce.....	5
Associate in Science.....	4

Associate in Commercial Science.....	2
Associate in Business.....	1
No degree or title to secretarial majors.....	20

MILDRED TAFT

EVANGELINE MARKWICK

Secretarial Science Department  
Colby Junior College  
New London, New Hampshire

### BUILDING CONSTRUCTION

A terminal course in building construction was added to the industrial curriculum of Eveleth Junior College last year. This course is based upon the belief that most everyone at some time needs some knowledge with regard to building and materials. For some, it may be the planning of a house, or the purchase of one, the building of a cabin or garage—at least this course aims to give necessary acquaintance for an intelligent decision.

It was tentatively agreed at its inception that this course would provide something of a practical nature in the architectural line. Having no transfer value, only a consideration of the practical aspects were contemplated. Needs of the students who might later be associated with the building trades and of the other far larger group who would some day aspire to become householders were considered.

Keeping in mind the interest factor, the actual designing of a home followed by the working drawings, specifications and estimates, had first consideration. Last year's experience has proved that 90 hours of drawing can but cover the above essential. Such other considerations as choosing the site, knowledge of architectural styles, certain important relations between owner, contractor and architect, room planning, an explanation of specifications, legal considerations, estimating, frame and masonry structures, interior and exterior finishing,

plumbing and heating have to be worked out in a very sketchy manner thus cutting down on the accomplishment in the first essential named. It is gratifying to note that this course is being offered on a yearly basis beginning last September. The accomplishment should include to a rather complete degree the other important essentials listed.

It is my firm belief that if a student completes this course with a fairly well grounded idea of how a building goes together, and becomes acquainted with the materials used in building construction together with consumer knowledge both as to materials involved in every phase of a completed livable home and important financial and legal aspects, the course will make a contribution and its place in the curriculum justified.

Following is an outline of the year course as now organized, covering 180 hours of class work.

1. Lectures:
  - a. Why build a home.
  - b. Choosing the site
  - c. Architectural styles
  - d. Owner, architect, and contractor
  - e. Explanation of specifications
  - f. Legal aspects
  - g. Room planning
2. Study of building details and materials involved in building construction:
  - a. Foundations
  - b. Framing
  - c. Study of mouldings
  - d. Details of building construction
  - e. Wall coverings
  - f. Porch construction
  - g. Stair details
3. Preliminary planning
  - a. Advantages of a frame house
  - b. Houses of masonry
  - c. The importance of good roofs
  - d. Exterior and interior finish

- e. Sanitary plumbing, heating, and ventilation
  - f. Carpentry and cabinet work
  - g. Practical hints in planning
  - h. Essentials in individual room design
  - i. Conventions
  - j. Study of conventional plans
4. Working drawings
    - a. Plans
    - b. Elevations
    - c. Sectional detail
    - d. Specifications and estimates
    - e. Tracing and blueprinting

W. L. JOHNSTON

Eveleth Junior College  
Eveleth, Minnesota

#### TYPICAL CALIFORNIA COLLEGE

In an address before the Shasta County Teachers Institute, California, N. H. McCollom of Lassen Junior College, said:

"Let us describe a typical California junior college. It has a student body of 518 students to which it offers 537 semester hours of instruction. It has a staff of 24 instructors giving the following instruction:

- 11 units in health and physical education
- 69 units in the cultural subjects of art, music, and drama
- 47 units in English
- 62 units in foreign language
- 34 units in mathematics
- 86 units in science
- 58 units in social science
- 72 units in commercial subjects
- 25 units in engineering and architecture
- 73 units in a variety of other vocational subjects.

"The typical junior college district has an assessed valuation of \$17,500,000 or \$33,783 per pupil enrolled. The median salary paid a junior college teacher who holds a master's degree, is \$2,616. The operation cost per year is \$100,000, or \$200 per average daily attendance."

## *The Junior College World*

### INTERNATIONAL RELATIONS

Junior colleges having International Relations Clubs or similar organizations will find particularly helpful the September issue of the *Research Bulletin of the National Education Association* which lists 174 organizations which are interested in this important field with some information concerning their nature and methods, and indicates publications and other types of service which be supplied to junior college libraries and organizations.

### CURRICULUM DIVISIONS

One third of 657 institutions of higher education in the United States have separately organized lower division curricula according to a catalog study recently completed by the Association of American Colleges and published in the November issue of their *Bulletin*. Of 152 privately controlled institutions, 42 per cent have lower divisions; of 404 church controlled institutions, 25 per cent have lower divisions; while in the 101 state controlled institutions over half, 52 per cent, have lower divisions. In those institutions in which a division of the curriculum is found, not all the divisions are given names. The largest number of colleges, however, use the designation "lower division." The term "junior college" is used by 38, and "general college" by 14.

### BRADFORD BUILDINGS

Bradford Junior College, Bradford, Mass., is enjoying an extensive building program, one that for several years has been in the planning under the guidance of the former president, Dr. Katharine M. Denworth.

Now flanking the main building on the front campus are two new three-story buildings in red brick to harmonize in architectural lines with the main building. When college opened this fall the classroom building was ready for occupancy. It contains twelve modern, air conditioned classrooms, and five laboratories for chemistry, physics, biology, clothing, and foods; and a men's faculty room in the basement.

To be ready about the middle of December is the auditorium building. It contains a recreation room and a choir room in the basement. The auditorium will seat eight hundred with full facilities for staging plays and presenting motion pictures. On the third floor are two art studios and a classroom for the music department.

Appropriate alterations were made in the main building and these were ready at the opening of college. Many of the former classrooms and studios have been converted into students' rooms increasing the enrollment capacity about ten per cent. The former auditorium has been converted into a library; the dining room enlarged to a capacity of 270; and the kitchen and bakery completely refurbished and re-equipped.

A tunnel connects the main building with the new buildings. Formal dedication of the buildings will probably take place this winter.

### VINCENNES LIBRARY

The library facilities of Vincennes University Junior College have been greatly strengthened this year by a formal arrangement with the Vincennes Public Library that all V. U. J. C. stu-

dents may have the same privileges there that they have in their own college library. Formerly, only students who had legal residence within the city of Vincennes were entitled to these privileges but now a small fee definitely provides for the extension of privileges to out-of-town students as well. The college library is well equipped with some 10,000 reference volumes but is deficient in modern fiction, modern biography, and bound periodicals—the very items with which the public library is adequately supplied. Through the combined libraries the students have access to 40,000 volumes, with well balanced selections in all fields of the junior college curricula. The formal combination of the two libraries also makes it possible for Vincennes University Junior College to report greatly increased library resources to accrediting agencies.

#### CAZENOVIA INAUGURATION

Cazenovia Seminary and Junior College, New York, held inauguration exercises for its new president, Burritt C. Harrington, October 21. The inaugural ceremony was conducted by Rev. H. E. Chaffee of Pittsfield, Massachusetts, president of the board of trustees. An address on "The Place of the Junior College in Higher Education" was given by President John W. Long of Williamsport-Dickinson Seminary and Junior College; one on "Cazenovia's Contributions, Past and Future," by Hon. Albert E. Campbell, judge of Madison County, New York.

#### WARD-BELMONT DEAN

Dr. Robert C. Provine has been chosen as new dean of Ward-Belmont Junior College, Tennessee. Dr. Provine received his bachelor's and master's degrees at Vanderbilt University, and later another master's degree from Harvard

University. In 1933 he obtained his doctor's degree at Brown University and continued his work as a special student in philosophy and history of religion at the Union Theological Seminary in New York. His major fields are English and philosophy. He goes to Ward-Belmont from Chicago, where he was assistant to the president of Central Y. M. C. A. college.

#### MULTNOMAH ENROLLMENT

Multnomah College, Oregon, reports an increase of enrollment this year of 20 per cent over the number of students in attendance last year.

#### DEATH OF DR. SHACKSON

Dr. Rolland Shackson, founder of Phi Rho Pi, died at Holland, Michigan, July 12, after a brief illness. At the time of his death Dr. Shackson was head of the speech department of Hope College, a position he had held four years, going there from Grand Rapids Junior College, where he established the first chapter of Phi Rho Pi. He was born in Cleveland, Ohio, was a graduate of Michigan State Normal College of Ypsilanti, with his master's degree from the University of Michigan, and his doctorate in 1934 from the University of Iowa.

#### EDUCATOR HONORED

The outstanding work in the educational and literary fields of President Scott Thompson of Compton Junior College, California, was recognized in June when Lake Forest College of Illinois conferred upon him the honorary degree of Doctor of Letters. Dr. Thompson received his A.B. degree from Lake Forest University in 1904. He served as Principal and Superintendent in the Wisconsin and Illinois schools, and was professor of Biology in the Indiana State Teachers College for three years before going to California, where he organized the first night school in Pasadena and

later was principal of the South Pasadena High School. He was elected principal of the Compton Union High School in 1916 and organized the Compton Junior College in 1928.

#### **\$25,000 LIBRARY GIFT**

Tilton Wead, librarian at Monticello College, Illinois, reports a recent gift of \$25,000 in the will of Alice Hough, of the class of 1883, the money to be used for books. The college is providing equipment, space, and an increase in staff to care for the development.

#### **A COOPERATIVE FILM LIBRARY**

Stockton Junior College, California, is developing a motion picture film library which is based upon the cooperative membership plan. Individual schools or districts buy memberships in the library and receive in return the use for one week each of as many films as the amount of membership purchased. Memberships vary from \$10 to \$50, and the number of films available to a member is in direct proportion to the amount of the membership taken. The library contains at present 100 of the finest educational sound films available. It also has booking arrangements on 300 other films, making a total of 400 films available from this source.

#### **BLACKBURN GIFT**

Blackburn College, Illinois, has received notice of a bequest of \$5,000 made by Alba M. Jones of Milford, Illinois.

#### **FRIENDS OF GODDARD**

At the second annual meeting of the "Friends of Goddard College," held at the College at Plainfield, Vermont, the principal feature was a discussion of the topic "Education for Living at Goddard College." Special topics included consideration of the educational plan of the College in action, the College and the

community, cooperative civic and religious education, the international work and language camp, the place of the College in the development of arts and crafts, and the significance of the College for American education. The last named topic was presented by Dr. W. H. Kilpatrick of Teachers College, Columbia University.

#### **HONOR SOCIETIES**

Fifteen departmental honor societies are in existence at Los Angeles City College. The departments in which these societies are found include accounting, advertising, art, drama, engineering, foreign language, geology, history, journalism for men, journalism for women, management and finance, music, and secretarial.

#### **CHESBROUGH BROADCASTING**

A. M. Chesbrough Seminary, New York, is presenting this fall a series of weekly broadcasts over station WHEC of Rochester. Sufficient funds have been donated to the institution to enable it to purchase very desirable time for its broadcasts.

#### **RADIO JUNIOR COLLEGE**

More than 1000 students were enrolled for the spring quarter of the Radio Junior College, conducted by Ohio State University in cooperation with the adult education program of the WPA.

#### **SCIENCE FACILITIES**

At Bluefield College, Virginia, space for the departments of physics, chemistry, and biology has been enlarged by removal of the library from the administration building. Equipment in the way of tables, desks, cabinets as well as much new apparatus was installed in these departments during the summer to take care of the increase in student body.

### TEXAS ENROLLMENT

An examination of the official report of the Texas state department of education for 1937-38 shows that 9,000 students were enrolled in white junior colleges of the state. This was a larger number of students than were enrolled for the same period of time in all seven of the teachers colleges which had a total of 8,611.

### NEW TONKAWA HEAD

Dr. Loren N. Brown, who succeeds R. R. Robinson as president of University Preparatory School and Junior College, Tonkawa, Oklahoma, was dean of Central State Teachers College, Oklahoma, before accepting the Tonkawa position. He received his A.B. degree from Central in 1922; his master's degree from the University of Oklahoma in 1928, with major in history; and his Ph.D. from the same University in 1938 with major in history and political science. He was a member of the history faculty at Central for 11 years before he was made its dean in 1937.

### NORTHEAST DEVELOPMENTS

Northeast Junior College, Louisiana, reports the largest registration in its history, with 558 students of whom 376 are freshmen, 163 sophomores, and 19 special students. The facilities have been greatly improved during the summer and the educational plant this year is far superior to that of last year. The administration building is now flanked by the fine arts structure on one side and the library building on the other. Concrete sidewalks and steps have been laid to and from the various buildings.

The new fine arts building is being used by the music and speech departments. It has been adequately equipped with eight soundproof teaching rooms, each with a grand piano; eleven practice rooms with pianos; three recital

and radio-broadcasting rooms; three classrooms; and a combined band, orchestra, and choral room. In addition to the two organs—one a Hammond electric—there are twenty-one pianos and an RCA recording machine.

Included in the new library building are 18 faculty offices, an immediate stack space for 22,000 volumes, seating space for 200 students, faculty lounge, and a large lecture room.

The installation of four new bus lines is another progressive step in the improvement of the college. The four lines accommodate approximately 140 students.

### \$50,000 RIDING ARENA

Work is under way on a \$50,000 riding arena for the students of Stephens College, Missouri. The covered building is to be 148 feet wide and 240 feet long. It will be constructed of steel, tile, and concrete. Inside will be an oval riding area 225 feet long and 100 feet wide. There will be no posts to interfere with the riding. On both sides of the ring there are to be bleachers containing seats and boxes which will seat 2,500 spectators. The arena is expected to be complete by December 15.

### LOS ANGELES ENROLLMENT

With a total enrollment in excess of 6800 at the opening of college, all records at Los Angeles City College have been broken. The largest previous registration was 6,034 the second semester last year. It has been necessary to add 13 new instructors to the staff to care for the increase in students.

### MESA COLLEGE ENROLLMENT

Former enrollment records at Mesa Junior College, Colorado, were broken this fall with the registration of over 500 students, approximately 100 more than last year at the same time. Ten states were represented. College offi-

cials indicate that the reason for the increase is partly due to the prospects of having a new building as well as enlarged faculty and greatly broadened curriculum.

#### SANTA MONICA RECORD

Santa Monica Junior College, California, opened with a record enrollment of more than 1200 students, while more than 300 students were denied admission on account of the lack of room.

#### COLORADO GROWTH

New heights were reached in enrollment at Colorado Woman's College this year when registration figures climbed to 358. Representing seventeen states, the girls come from farther than ever before. Colorado, of course, ranks first with 174, followed by Kansas with 48 representatives, and by Wyoming with 30.

#### RELIGIOUS TRIALOG

"Catholic, Protestant, and Jew Meet the Challenge of the American Way," was the title of the trialog presented by Stuart Ratliff, Catholic; John Burnside, Protestant; and Gilbert Harrison, Jew, at the Religious Conference assembly at Los Angeles City College recently. In representing his religion, each speaker presented his viewpoint on religious cooperation and answered the questions of his fellow speakers. All were members of the Religious Conference Staff and had attended the Williamstown Institute of Human Relations.

#### DEDICATION EXERCISES

The Clarke Building, the Metzler Memorial Gateway, and the athletic field of Williamsport Dickinson Seminary, Pennsylvania, were dedicated with appropriate ceremonies Saturday, October 14. In the morning an educational conference was held in Clarke Chapel, Byron S. Hollinshead, president of the Ameri-

can Association of Junior Colleges, presiding. Dr. Robert J. Trevorow of Centenary Junior College, spoke on "A New Educational Unit," and Dr. Carl E. Marquardt, College Examiner of Pennsylvania State College, on "The Success of the Junior College Transfer." Following a luncheon, the main dedication service was held in Clarke Chapel, Dr. John W. Long, president of the Seminary, presiding. The dedicatory address was given by Bishop Edwin H. Hughes, D.D. The athletic field was dedicated later in the afternoon with a football game between teams of Dickinson Junior College and Western Maryland College freshmen.

#### LARGE TELESCOPE PROVIDED

By the will of the late John Witte, a local enthusiast in amateur astronomy, a new telescope has been installed in the senior high school and junior college at Burlington, Iowa, of which Robert White, Jr., is principal. This telescope is reported to have the largest lens in any telescope between the Yerkes Observatory and the Rocky Mountains—larger than the telescopes owned by many colleges and universities in the region. The cost was in the neighborhood of fifty thousand dollars. The junior college offers a course in descriptive astronomy, and the high school maintains an astronomy club.—*The School Review*.

#### MISSISSIPPI CHANGES

What effect has the establishment of junior colleges in Mississippi had upon the enrollment in the established higher educational institutions of the state during the past decade? In order to answer this question Tyrus Hillway has collected enrollment data for 1928-29 and 1938-39 from Mississippi State College, University of Mississippi, Mississippi College for Women, Mississippi College, Blue

Mountain College, and Millsaps College. He finds that during the decade the upper division enrollment in this institutions has increased 32 per cent while the lower division enrollment has decreased 6 per cent. In 1928-29 there were 3425 students in the freshman and sophomore years; in 1938-39 only 3208. During the same period junior and senior enrollment increased from 1764 to 2324.

#### NEW JUNIOR COLLEGE

The public-school system of Chicago has included in its \$9,000,000 program for this year the erection of a new junior college.

#### AN OPPORTUNITY SCHOOL

For many years the junior college of Ferris Institute, Michigan, has acted in part, in a sense, as an opportunity school, at least for many students who failed at the University of Michigan and Michigan State College, according to a recent statement by Dean Roy Newton. Those two institutions have, on many occasions, recommend students to go to Ferris and establish themselves and then return to their original institution. Many doctors, teachers, lawyers, dentists, and engineers who are practicing successfully in the middle west today would have lost their opportunity had there not been a Ferris Institute where they could have had one more chance, under conditions more conducive to the establishment of good study habits. The majority of the students, however, in the junior college at Ferris enter directly from high school.

#### SANTA ROSA BUILDING

Santa Rosa Junior College, California, has moved this fall into its new \$120,000 administration and library building. The new building contains a complete suite of modern offices on the first floor. The library, which has a seating capacity of

350, occupies the entire first floor at the west end of the building. It also includes a reserved book room, a periodical room, a California History room, a stock room which will accommodate 18,500 volumes, a cataloguing room, a filing room, and a mending room. When the upstairs is added, 37,000 volumes will be accommodated. The remainder of the upstairs of the building will be developed later into a women students' reception room, a faculty women's reception room, classrooms, and additional office space.

#### OREGON LEGISLATION

A bill to authorize the establishment of public junior colleges in Oregon was introduced at the last session of the state legislature but failed of passage.

#### GIFT TO POETRY SHRINE

Five manuscript poems by Robert Frost have been given the Poetry Room of the Library of Congress as a memorial to the late Miss Jean Dean Cole, former head mistress of Mount Vernon Seminary, Washington D. C. The gift was made by "Optima," student honor society at the Seminary. The gift is the first of its kind by a school group to the proposed national poetry shrine, according to a statement by Joseph Auslander, in charge of the Poetry Room at the library.

#### CALIFORNIA APPORTIONMENT

A total of more than two and a half million dollars has been apportioned by the California State Department of Education toward the support of the 17 district junior colleges in the State for 1939-40. The appropriation, on a basis of \$90 per student in average daily attendance, was \$2,086,990 for 1938-39 while for 1939-40 it has increased to \$2,587,120. This reflects an increase of more than 24 per cent in average daily attendance in a single year.

## *From the Secretary's Desk*

### ETHICS FOR AUTHORS

It seems desirable to call the attention of authors of educational articles to the following statements formulated in 1932 by the Committee on Ethics of the Educational Press Association of America:

1. It is unethical for a writer to send copies of manuscript to different journals without notifying each editor that he has done so.

2. It is unethical, after an article has been accepted by one editor, for the author to send it for publication to another editor.

3. It is unethical for an author to submit to an editor copy of an address delivered to any audience without sending a statement of where and when it was delivered. All papers and addresses read or delivered before an association or any of its departments very properly become the property of the association.

It is assumed that any author whose manuscript is accepted for publication in the *Junior College Journal* is familiar with these principles and guarantees that he has not violated any of them.

### AMERICAN COUNCIL

The American Association of Junior Colleges has for many years been one of the constituent or organizational members of the American Council on Education of which there are now 32. In addition, according to the recently published "History and Activities of the American Council on Education, 1939-40" there are 387 institutional members—colleges, universities, junior colleges, and a limited number of secondary schools and state and city school systems. According to this latest report, the following junior colleges are institutional members:

Junior College of Connecticut  
Monticello College, Illinois  
Ottumwa Heights College, Iowa  
Bradford Junior College, Massachusetts

Lasell Junior College, Massachusetts  
Virginia Junior College, Minnesota  
Kemper Military School, Missouri  
Stephens College, Missouri  
Bucknell University Junior College, Pennsylvania

Edinburg Junior College, Texas  
Green Mountain Junior College, Vermont

Other junior colleges may find it worth while to investigate the desirability of institutional membership in this influential national educational organization. Membership is open to any junior college which has been accredited by a regional association.

### GROUP SUBSCRIPTIONS

A considerable number of member junior colleges have availed themselves of the opportunity for group subscriptions to the *Junior College Journal* for their faculty members at half price. The total number of group subscriptions is now 636 in 49 institutions. Following is a list of the junior colleges in which such groups are found:

Phoenix Junior College, Arizona  
State Agricultural and Mechanical College, Arkansas  
Bakersfield Junior College, California  
Chaffey Junior College, California  
Los Angeles City College, California  
Menlo Junior College, California  
Modesto Junior College, California  
San Bernardino Valley Junior College, California  
San Francisco Junior College, California  
Santa Ana Junior College, California  
Stockton Junior College, California  
Taft Junior College, California  
Junior College of Connecticut, Connecticut

Arlington Hall Junior College, Washington, D. C.  
Chevy Chase Junior College, Washington, D. C.  
Georgetown Visitation Convent, Washington, D. C.  
Frances Shimer Junior College, Illinois  
Morton Junior College, Illinois  
North Park College, Illinois  
Wright Junior College, Illinois  
Coffeyville Junior College, Kansas  
Kansas City Junior College, Kansas  
Northeast Junior College, Louisiana  
National Park College, Maryland  
Burdett College, Massachusetts  
Lasell Junior College, Massachusetts  
Bay City Junior College, Michigan  
Jackson Junior College, Michigan  
Duluth Junior College, Minnesota  
Eveleth Junior College, Minnesota  
Rochester Junior College, Minnesota  
Worthington Junior College, Minnesota  
Copiah-Lincoln Junior College, Mississippi  
Gulf Park College, Mississippi  
Centenary Junior College, New Jersey  
Cazenovia Seminary Junior College, New York  
Hershey Junior College, Pennsylvania  
Scranton-Keystone Junior College, Pennsylvania  
Textile Industrial Institute, South Carolina  
Ward-Belmont Junior College, Tennessee  
Corpus Christi Junior College, Texas  
Hardin Junior College, Texas  
John Tarleton Agricultural College, Texas  
Schreiner Institute, Texas  
Texas Lutheran College, Texas  
Green Mountain Junior College, Vermont  
Averett College, Virginia  
Southern Seminary and Junior College, Virginia  
Virginia Intermont College, Virginia

This is an excellent record, but still only a small proportion of member junior colleges are included. Will you not take up the matter with your staff? Descriptive folders and sample copies will be furnished upon request. There is no reason why the group subscription list should not be doubled before the twentieth annual meeting at Columbia.

#### NEW MEMBERS

During the autumn months 24 junior colleges have joined the Association either as active or associate members. Following are the names and locations of these institutions:

#### Active Members

Stillman Institute Junior College, Alabama  
Salinas Junior College, California  
North Idaho Junior College, Idaho  
Austin Evening Junior College, Illinois  
Carl Schurz Evening Junior College, Illinois  
Lincoln College, Illinois  
Portland Technology, Maine  
Chamberlayne Junior College, Massachusetts  
Endicott Junior College, Massachusetts  
Crosby-Ironton Junior College, Minnesota  
Worthington Junior College, Minnesota  
Whitworth College, Mississippi  
Custer County Junior College, Montana  
Luther College, Nebraska  
Paris Junior College, Texas  
St. Philip's Junior College, Texas  
Norfolk Division, College of William and Mary, Virginia  
Centralia Junior College, Washington  
Clark Junior College, Washington  
Spokane Junior College, Washington

#### Associate Members

Maine Township Junior College, Illinois  
Fordson Junior College, Michigan  
Whitman Junior College, New Jersey  
Wenatchee Junior College, Washington

There are now six states, every one of whose junior colleges as listed in the January 1939 issue of the *Journal* are members of the Association. These states are Arizona, Illinois, New Hampshire, New Mexico, Vermont, and Washington. It is hoped that several more states will join this "honor roll" before the next annual meeting in February 1940.

#### UNIVERSITY PROFESSORS

Instructors in junior colleges will be interested in the following extracts from the report of the Committee on Organization and Policy of the American Association of University Professors, published in the October issue of the *Bulletin* of the Association.

Perhaps the most important question which presents itself for consideration at this time is whether members of faculties of "independent junior colleges" should be made eligible to membership in the Association. A suggestion that this be done was presented to the Council a year ago to Committee O. At the April meeting of the Council, Committee O asked for discussion and expression of opinion by the members of the Council. After considerable discussion a vote was taken and

nearly all the members of the Council were found to be in favor of the proposal to admit members of the faculties of the institutions in question.

After quoting the constitutional provisions regarding membership and indicating the necessary amendment to make junior college faculty members eligible, the report continues:

It should be noted that the Council has "power to construe the provisions governing eligibility for membership." Under this section the Council will have power to construe the provisions of Section 2 of Article II, so as to insure that only "junior colleges" with adequate standards will be placed upon the list of institutions from which members may be elected. It would seem that this power of the Council is an answer to doubts which have been raised as to whether or not many so-called junior colleges actually measure up to the standards which our Association should require. The Committee therefore recommends the adoption of the amendment.

The recommendation of the Committee will be acted upon at the annual meeting of the Association in December.

#### SURVEY GRAPHIC

The October number of the *Survey Graphic* is an outstanding issue devoted to "Schools, the Challenge of Democracy to Education." One article, "New Leaven on the Campus" by John R. Tunis deals in part with the junior college and its effect on the four-year college and university. Two or three sentences may be quoted:

One of the first institutions to experiment with the two-year course was Bradford Junior College of Bradford, Mass., founded in 1902, followed by Butler College of Tyler, Tex., in 1905. The idea of a publicly supported junior college originated in California, where the Fresno Junior College was started in 1910, and that of Bakersfield in 1913. The number grew rapidly after the war.

It would be difficult to find a larger amount of misinformation in such compact space. Bradford was hardly one of the first two-year institutions and was not founded in 1902. Butler College is scarcely deserving of mention as the first Texas junior college. That distinc-

tion should go to Decatur Baptist College which became a junior college in 1898. The idea of a publicly supported junior college did not originate in Fresno, but in Michigan and in Illinois. Joliet, the first public junior college now in existence, began in 1902, eight years prior to Fresno. Fresno was not immediately followed by Bakersfield, as implied, in California, since junior colleges were organized at Santa Barbara, Hollywood, and Los Angeles prior to 1913. The last sentence of the quotation is correct! It is unfortunate that such inaccurate statements should be published concerning the junior college movement. The author further characterizes junior colleges as institutions "which as a rule furnish some sort of vocational training and where at the end of the second year the student is graduated degreeless."

#### SECRETARY'S ACTIVITIES

Outside activities of the Executive Secretary during the last week of October included informal conferences with junior college administrators in Kentucky; a discussion of the significance of the junior college movement before the faculty of Berea College, Kentucky; and an address at the annual meeting of the Arkansas Junior College Association at Little Rock.

#### CALIFORNIA APPROVAL

Attention of California junior college administrators is called to the fact that the California State Board of Education, at its meeting July 10, 1939, formally approved the American Association of Junior Colleges as a professional organization for which membership dues of junior colleges within the state may be paid from school district funds in accordance with the State School Code, section 2. 1250.

## Judging the New Books

R. FREEMAN BUTTS, *The College Charts Its Course*. McGraw-Hill Book Co., New York, 1939. 464 pages.

In this challenging book the author presents not only a scholarly interpretation of the historical conceptions which have guided American college education in the past, but also a manual for educational policy-making in the college field. The book depicts vividly the specific controversies which are now dividing conservative educators from progressive educators, and then describes how each of these opposing positions has sprung from the social and intellectual roots of the past. The author also shows how certain current proposals for changing college education are related to these former controversies. He includes a short presentation of President William Rainey Harper's early junior college experiments at the University of Chicago, a discussion of the four-year college versus the junior college, and a brief characterization of the junior college in a discussion of aristocratic versus democratic conceptions of the college. The author's viewpoint concerning the democratic aspects of the junior college movement is well indicated by the following excerpt:

The junior college movement has apparently met a definite need which appeared when new thousands of students began to graduate from the public high schools of the country after the turn of the century and especially after the World War. These new graduates made more acute than ever the question of democratic college education, and the junior colleges appeared on the scene to provide a greater measure of democracy in college education when the traditional colleges steadfastly refused to modify their admission requirements. Hence, the democratizing and popularizing functions of the junior

college have given a cheaper education to many more students than ever before. (p. 390.)

On the whole, however, one is inclined to question whether a recent volume of over 400 pages designed to chart the course of higher education in the United States should not give more than two or three pages, and that somewhat incidentally, to a consideration of the significance of the junior college movement.

EDUCATIONAL POLICIES COMMISSION, *The Purposes of Education in American Democracy*. Educational Policies Commission, Washington, D. C., 1938. 157 pages.

This is the third volume in the trilogy of significant reports published by the Educational Policies Commission, and in many respects is the most significant of the three. Written in the cogent and vigorous style characteristic of the secretary of the Commission, Dr. William G. Carr, it presents in compact form desirable goals of education in America today. Forty-three specific objectives are stated, each in a single trenchant quotable sentence, and are then discussed at greater length. They are arranged in four groups: objectives of self-realization (13), objectives of human relationship (8), objectives of economic efficiency (10), and objectives of civic responsibility (12). It would not be surprising if this outstanding statement would occupy a place in American education during the next two decades commensurate with that held by the famous *Cardinal Principles of Education* for the past twenty years. Every junior college administrator and staff would do well to

check their curricular offerings against this list of desirable objectives.

HELENA GAVIN and EDNA B. SCHWARZMAN, *Patterns in Expository Writing*. Woodrow Wilson Junior College, Chicago, 1939. 180 pages.

What are usable patterns to guide the writing of junior college students? The authors of this helpful collection of patterns, developed out of their experience of several years at Woodrow Wilson Junior College, discuss this question fully in their thought-provoking foreword. The patterns chosen should not be too highbrow in character or represent only the work of masters of English style. "The present volume of excerpts takes very seriously the hypothesis that a book of readings may actually function in the student's experience as an assortment of patterns. . . . The problem is to find examples that do apply. . . . The student papers from Wilson College classes which figure largely in this volume were produced in many instances from given general outlines. The ones not so written do not seem to us to be more original and spontaneous than the others." Of the 86 "patterns" which make up the body of the book, more than 50 are student themes. They are arranged under the headings of expository narratives, reviewing style, practical description, analysis, definition, comparison and contrast, criticism, discussion, and the expository sketch. Each topic is provided with stimulating questions for study and discussion. Junior college instructors in English in other institutions will find this volume well worth studying.

LAWRENCE E. COLE, *General Psychology*. McGraw-Hill Book Co., New York, 1939. 688 pages.

This introductory text is designed to give the undergraduate student a broad

and thorough foundation in general psychology. While stress has been placed upon objective and physiological interpretations, more material than usual has been included on perception, thinking, and reasoning. There is also a more extended treatment of experimental material than is customary. Three fields—animal behavior, social psychology, and medical psychology—which have made important contributions to our knowledge of human conduct, have been kept in mind throughout the book.

JOSEPH B. BURGESS, *Introduction to the History of Philosophy*. McGraw-Hill Book Co., New York, 1939. 631 pages.

The author of this comprehensive volume is a member of the staff of the department of philosophy in Los Angeles City College. His work is intended, not as a scholarly contribution to knowledge, but as an effort "to bring the philosopher a little more closely into touch with his age and with our own." This laudable intention has been well achieved. The 27 chapters cover the whole field and each chapter is provided with a stimulating group of discussion topics and with a suggested list of parallel readings. A glossary of philosophical terms adds to the value of the treatment for the non-specialist.

FREDERICK C. IRWIN and G. RAY SHERWOOD, *General and Inorganic Chemistry*. P. Blackiston's Sons & Co., Philadelphia, 1939. 582 pages.

This text is the outgrowth of several years of experiment and refinement of materials in teaching introductory chemistry courses at Wayne University. An attempt is made to preserve a proper balance between two objectives: (1) to acquaint the student with the contributions of the science of chemistry toward an understanding of his own physical

world, and (2) to prepare him for the next course in chemistry if he plans to continue the subject. The arrangement of topics is such as to bring some of the most useful and interesting ones earlier in the course than is often the case. A review and summary chapter in the middle of the book is an unusual feature, designed especially for study at or near the end of the first semester.

N. D. CHERONIS, J. B. PARSONS, and C. E. RONNEBERG, *The Study of the Physical World*. Chicago Junior Colleges, Chicago, 1939. 2 volumes, 212 and 175 pages.

These two volumes constitute an interesting attempt at a synthesis of the most significant phases of astronomy, geology, physics, chemistry, and other sciences at a level to challenge the interest of the average junior college freshman. They are in the form of syllabuses for the physical science survey course as given at the three Chicago public junior colleges and represent the outgrowth of several years of experimental work. Much material earlier included in the course has been eliminated, but the present volumes are still regarded as a step in the experiment and are subject to later revision. Other junior colleges experimenting with a physical science survey course will find these volumes stimulating and suggestive.

ALLAN R. MURRAY, *What the Constitution Says*. Published by the author, 1440 Chapin St., N. W., Washington, D. C., 1939. 40 pages.

This little booklet is a very helpful arrangement of the subject matter of the Federal constitution on a logical basis. All of the material relating, for example, to the states, their rights, powers, and restrictions is brought together and published as a unit; similarly for the people,

for congress, the president, the courts, and so on. The amendments are inserted where their subject matter is appropriate. This understandable and interesting arrangement of the constitution should prove particularly useful and stimulating in junior college classes in government and in civic relations.

#### NEW PUBLICATIONS RECEIVED

- AMERICAN COUNCIL ON EDUCATION (Financial Advisory Service), *Inventory of Plant Assets*, Washington, D. C., June 1939. 37 pages.
- S. M. BLISS and C. E. ROWE, *Everyday Law*, D. C. Heath & Co., Boston, 1939. 660 pages.
- O. F. BOND, *Fifty Foreign Films*. University of Chicago Press, Chicago, 1939. 56 pages.
- OLIVER M. BUTTERFIELD, *Love Problems of Adolescence*. Teachers College Contribution to Education, No. 768. Columbia University, New York, 1939. 212 pages.
- W. G. CAMPBELL, *A Form Book for Thesis Writing*. Houghton Mifflin Co., Boston, 1939. 145 pages.
- C. H. CURRIER, E. E. WATSON, and J. S. FRAME, *A Course in General Mathematics*. Macmillan Company, New York, 1939. 382 pages.
- EDUCATIONAL POLICIES COMMISSION, *Federal Activities in Education*. Washington, D. C., July 1939. 151 pages.
- W. L. HART, *College Algebra* (Revised edition). D. C. Heath & Co., Boston, 1938. 438 pages.
- A. T. HENRICI, *The Biology of Bacteria*. D. C. Heath & Co., Boston, 1939. 494 pages.
- ELMA HOLLOWAY and E. F. GOODHEW, *Effective Composition*. Prentice-Hall, Inc., New York, 1939. 194 pages.
- CARL A. JESSEN, *Offerings and Registrations in High-School Subjects, 1933-34*. U. S. Office of Education, Bulletin 1938, No. 6. 96 pages.
- G. L. KITTREDGE, *Shakespeare's Macbeth*. Ginn & Co., Boston, 254 pages.
- BERNICE E. LEARY, *A Survey of Courses of Study and Other Curriculum Materials Published Since 1934*. U. S. Office of Education, Bulletin 1937, No. 31. 185 pages.
- L. E. LORD and L. B. WOODRUFF, *Latin—Third Year*. Silver Burdett Co., New York, 1939. 667 pages.
- A. V. MILLAR and K. G. SHIELS, *Descriptive Geometry*. D. C. Heath & Co., Boston, 1939. 192 pages.
- THEODORE MORRISON, *Five Kinds of Writing*. Little, Brown & Co., Boston, 1939. 658 pages.
- DAVID SEGEL, *Nature and Use of the Cumulative Record*. U. S. Office of Education, Bulletin 1938, No. 3. 48 pages.

## Bibliography on Junior Colleges \*

3586. Koos, L. V., "Public Wild-Flower Exhibits for Schools and Colleges," *School Review*, 47:326-28 (May 1939).

Comments on annual wild-flower exhibit at Santa Monica Junior College, California.

3587. Koos, L. V., "Toward Modernizing the Organization of Schools," *School Review*, 47:321-25 (May 1939).

Comments on report of Committee at Kansas City, Missouri, to consider problems of education in the local public junior college and in the University of Kansas City. Report favors three junior colleges on the 6-4-4 basis.

3588. Leach, J. G., and Evans, A. L., "A Guidance Program for the Commercial Students in the Junior College," *Eastern Commercial Teachers Association Ninth Yearbook*, Philadelphia (1936), pp. 142-46.

"It is the junior college that leads in the type of educational research which will train and develop youth, not only for successful careers in the economic world, but also for intelligent and active participation in their social and civic obligations." Outlines three important phases of guidance program, visits by business men, visits to business houses, and student interviews with business men.

3589. Lentz, Alfred E., "Textbooks for Junior College Students," *California Schools*, 10:68 (March 1939).

Opinion of attorney general of California that governing bodies of high school districts maintaining junior colleges must furnish textbooks free of charge to the students.

3590. Lounsbury, John L., *A Study of Curriculum Development at the Junior College Level in Relation to Social and Educational Change*, Los Angeles, Calif. (1939).

Unpublished dissertation for degree of Doctor of Education at the University of Southern California. Based upon data secured from 21 universities, 22 liberal arts colleges, and 86 junior colleges both public and private. Published in part in *Junior College Journal*, 9:513-17 (May 1939).

3591. Luker, L. J., "New Patterns for Junior College Curricula," *Education Abstracts*, 4:66 (February 1939).

Abstract of article with same title by R. C. Ingalls in *Bulletin of the Department of Secondary School Principals*. See No. 3420.

3592. McAllister, J. M., "Reading Ability of Junior College Freshmen," *Chicago Schools Journal*, 18:24-26 (September 1936).

An analysis of reading ability of 864 freshmen as measured by Iowa Silent Reading Test. Junior college freshmen proved superior in comprehension but deficient in speed.

3593. McCallister, J. M., "Reading Ability in Relation to Survey Courses," *Chicago Schools Journal*, 18:79-82 (November 1936).

Discusses relation between reading ability and success in survey courses for freshmen in Chicago junior colleges, and types of reading activities particularly valuable in studying survey courses.

3594. McCaskill, J. L., "Problems in Evolving a Junior College Curriculum to Meet Community Needs," *Bulletin of the Department of Secondary School Principals*, 23:143-47 (March 1939).

A presentation of the reasons for the adoption of the six-four-four plan at Meridian, Mississippi.

\* This is a continuation of *Bibliography on Junior Colleges*, by Walter C. Eells (United States Office of Education Bulletin [1930], No. 2), which contained the first 1600 titles of this numbered sequence. Assistance is requested from authors of publications which should be included.

3595. McCaskill, J. L., "Which Junior College," *School Executive*, 58:32 (June 1939).

Review of Wayne Davis' *How to Choose a Junior College*. See No. 3540.

3596. McCollom, N. H., "The Junior College," *Sierra Educational News*, 35:19-20, 46 (April 1939).

A general presentation of the history, present conditions, and desirable development of the public junior colleges of California.

3597. MacKenzie, Gordon N., "Core-Curriculum Developments in California," *School Review*, 47:439-53 (June 1939)

Includes some consideration of developments in junior colleges.

3598. McLemore, J. R., "A Study of Marks in Texas Junior Colleges," *Journal of the American Association of Collegiate Registrars*, 14:285-94 (April 1939).

A study of distribution of marks in 21 institutions. Distribution of "A's" for which a standard of 7 per cent is suggested, varies from 9 per cent in one institution to 28 per cent in another. Average of "A" marks at University of Texas is 13 per cent as compared with 17 per cent in the 21 junior colleges. Also makes comparisons between municipal and church institutions, large and small institutions, and Southern Association and non-Southern Association institutions.

3599. MacQuarrie, A. E., and Benner, T. E., "Experiments in the University of Chicago," *North Central Association Quarterly*, 11:172-73 (October 1936).

Brief report of progress on the University of Chicago experiment with a four-year junior college.

3600. Maiken, Louise S., "A Letter from the Field Secretary of Cottey College," *P.E.O. Record*, 51:12 (April 1939).

Experiences and reactions while in the field in behalf of the College.

3601. Martin, C. W., "Make Junior College Education Free," *School Executive*, 57:222-23 (January 1938).

"The need for free education between the ages of eighteen and twenty is greater now than ever before." Many states have

placed in their constitutions a promise making it mandatory for the state to promote free educational opportunities for young people of these ages. Gives twelve important arguments and conclusions.

3602. Marwick, E., "Guidance Activities in the Junior College," *Eastern Commercial Teachers Association Ninth Yearbook*, Philadelphia (1936), pp. 198-204.

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